

**Baseline Study of the  
Participation of Young People with Disabilities  
in the Education Sector in six Districts of  
Uganda**

**‘Untapped potential’**

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## List of abbreviations

BTVET:	Business technical, vocational education and training
CAO	Chief Administrative Officer
CCT	Centre Coordinating Tutor
CD	Community Development
CDO	Community Development Officer
CWD	Children with Disabilities
DEO	District Education Officer
DSC	District Service commission
DPOs	Disabled People's Organisation
EMIS	Education management information system
FAL	Functional Adult Literacy
FP	Family Planning
LC	Local Councilor
MGLSD	Ministry of Gender, Labour and Social Development
MOES	Ministry of Education and Sports
NAADS	National Agriculture Advisory Services
NGO	Non Governmental Organisation
NUDIPU	National Union of Disabled Persons of Uganda
ODW	One Day Work: project that raised the money for the Youth Empowerment project so the project is sometimes referred to as ODW
PTA	Parent Teacher Associations
PTC	Primary Teacher Colleges
PWD	Person with Disability
SLI	Sign Language Interpreters
SMC	School management committees
SNE	Special Needs Education
SPSS	Statistical Package for Social Science
SSI	Sightsaversinternational
TOR	Terms of reference
UNAB	Uganda National Association of the Blind
UNAD	Uganda National Association of the Deaf
UNCRPD	United Nations Convention on Rights of Persons with Disabilities.
USE	Universal Secondary Education
WV	World Vision
YPWD	Youth and Persons with Disabilities



## ***Definition of Common terms as used in this report***

Physical disability	An individual whose participation is restricted due to an interaction between the environment and absence or limited use of any part of the body used for movement. The limited use of body parts is not limited to mobility and includes conditions like cleft lip and palate, curved spine and limited use of finger/hands.
Blind	This is when an individual does not have useful sight which interacts with the environment resulting in restricted participation.
Visual impairment	When an individual experiences restricted participation due to an interaction between the environment and limited sight.
Deaf	An individual who experiences restricted participation due to an interaction between the environment and his/her inability to perceive sound.
Hard of hearing	An individual who experiences restricted participation due to an interaction between the environment and his/her partial inability to perceive sound.
Slow learner	An individual who takes longer than others of his/her age and culture to grasp new concepts and skills.
Epilepsy	A person who repeatedly experiences brief movements of altered consciences associated with fits. Most of the fits in this study were the grandmal type. Although epilepsy is a chronic disease, in Uganda it is considered a disability due to its late diagnosis, poor control and high stigma which lead to restricted participation.
Mentally ill	An individual who experiences restricted participation due to interaction between the environment and his/her impairment of cognitive, emotional, or behavioral functioning.
Albinos.	A person with congenital absence of normal pigmentation. In Africa, the condition is associated with restricted participation due to stigma and ill health.
Deafblind	A person with combined sight and hearing impairment with restricted participation due to difficulties with communication, access to information and mobility.
Person with disability	An individual who experiences participation restriction due to interaction between the environmental and his/her impairment.
Young Persons with Disabilities	Persons with disabilities from the age of 13 to 25 years.
Children with Disabilities	This refers to children from 1 year to 18 years of age. Important for this study is that half of the age group (13-18years) is the targeted of the study.
Special needs education	Is the type of education which provides appropriate modification in the classroom, teaching methods, teaching/learning materials, teaching medium of communication or the environment to meet the needs of an individual learner.
Inclusive education	Process of addressing learners within the mainstream of education using available resources. The environment is modified to meet the needs of all learners and not the individual.



# Executive Summary

## Background

The right to education is a fundamental human right for all children and young people particularly because education is intended to prepare them to become self-reliant, responsible adults that actively participate in personal, family, community and national development. The fundamental human rights of people with disabilities are explicitly recognised within the 1995 Constitution of Uganda, and in progressive rights-based legislation, (for example, the People with Disabilities Act 2006). The Ugandan Government also published its National Policy on Disability in February, 2006, and in September 2008, it ratified the UN Convention on the Rights of Persons with Disabilities. The human rights of all people with disabilities living in Uganda are enshrined in national legislation and internationally legally binding instruments. The case for education of young people with disabilities remains strong and because it is the foundation of socio-economic development and is enshrined in the National Policy on Disability and the PWDs act 2006. However, evidence shows that vulnerable children, including the disabled, are significantly disadvantaged in both school enrolment and educational attainment; this will inadvertently have long term consequences on these children's lives, and the countries in which they are being raised. Young People with Disabilities (YPWDs) with little education find it difficult to be gainfully employed. This dis-empowers them further and many never reach their full potential or live independent fulfilling lives. Three DPOs in partnership with Norwegian development partners have embarked on a 5 year project to address the education and livelihood issues of YPWDs. In preparation for project implementation, WIND Consult Ltd was contracted to carry out a baseline survey which focuses on the situation of YPWDs with regard to education and employment in six districts. The survey objectives are:

- Assess the current level of access to formal and informal education by YPWDs in six districts of Uganda
- Analyse the factors affecting access to education by YPWDs
- Explore participation of YPWDs in employment

## Methodology

The survey used qualitative and quantitative methods to collect and analyse data. YPWDs between the ages of 13 and 25 were interviewed using a closed questionnaire by trained research assistants in July 2010 in the districts of Arua, Gulu, Mukono, Wakiso, Bushenyi and Kasese. The criteria for their selection ensured equality by disability category and gender. Focus group discussions and key informant interviews (KII) were conducted with community leaders, representatives of PWDs, teachers, technical and political officials at sub-county and district level and key employers. At national level, KIIs were carried out with ministries of health, education and gender, labour and social development. Leaders of DPOs were also interviewed. Verification workshops at which preliminary findings were presented were also used to collect data. Quantitative data was analysed using STATA and qualitative was analysed manually using key themes in the TOR and emerging themes and sub-themes. Extensive document review of relevant documents was especially of policies, laws and district plans and related research reports.

## Findings and Discussion

301 YPWDs were interviewed; 53% male and 47% female. 29% had physical disabilities, 16% were blind/had low vision, 22% was deaf and 6% hard of hearing. Three quarters still lived with parents or relatives.

## Education

The policy and legal arena was good with supportive conventions, declarations, laws and policies. These had been translated into several strategic plans in the education and social development sector. Efforts have been put in place to make primary and university education accessible to YPWDs. There has been an increase in the training of Special Needs Education teachers, public service recognizes and provides for the recruitment of SNE teachers and SNE inspectors of schools, the education management system includes disability and guidelines for construction of



schools include physical accessibility of structures. Public universities, provide allowances for sign language interpretation, equipment for the blind and assistive devices such as wheelchairs. PWDs are also represented on the student's guild.

Despite these provisions, few YPWDs are in school. Four fifth drop out by primary seven and less than a quarter continue to S1. The reasons for failing to complete the primary cycle include lack of fees, negative attitude of parents and guardians, inaccessible school environment (includes difficulty communication), long distance to school and YPWDs kept at home to work as padlocks. The major systems gaps is the school facility grant whose guidelines do not mention disability so it is the discretion of the school administration to by teaching and learning material for YPWDs. All schools lacked these materials. There was also a shortage of SNE teachers, SNE tutors in PTC and SNE was not supervised. The survey found that UPE and USE opportunities had benefited the young people without disabilities much more than it had YPWDs. Young girls with disabilities were more disadvantaged than the male counterparts in accessing primary education. They also faced sexual abuse. Life skills education was not given to them in an accessible format. The deaf were most disadvantaged in the education system. The blind do not learn mathematics. The YPWDs with physical disabilities are more likely to enroll in school and are also the most likely to dropout. The interventions that Government and NGOs have instituted in order to enable YPWDs enjoy their right to education have promoted the education of YPWDs with mild disabilities but have not succeeded to in reducing the access gap between the YPWDs and their counterparts without disabilities.

#### **Employment**

The employment act 2006, the Persons with Disabilities Act and the National Policy on Disability are key documents that cater for increased employment of PWDs. All major employers in the districts did not know about these provisions. Vocational rehabilitation training centres cater for about 300 PWDs a year. The majority of trainees are Youth. Although the centres provide important skills training to all disability categories, the skills they impart are no longer marketable, the impact of the training on the individual and his/her environment is not known and the certificate of attendance that is offered is not recognised by the Uganda National Examination's Board (UNEb). Government and NGOs are implementing several wealth creation programmes which unfortunately are not accessible to YPWDs. The design does not cater for YPWDs, the utilization of groups limits participation of YPWDs. The low or no level of education and the negative attitude towards YPWDs limits employment opportunities. As a result, 1/3 of out of school YPWDs are not working, 1/3 is self employed in very small business, which are difficult to expand. The rest are in casual labour wage employment and very few are in permanent employment with a good salary. Gender and level of education did not influence employment but type of disability did. The hard of hearing and deaf are more likely to be employed. They are employed mainly as casual labourers. Very few blind YPWDs were employed in good jobs as teachers and the greater majority was not employed at all. The YPWDs with physical disabilities tended to be involved in petty trading. Half of the YPWDs have received business training usually as part of a savings and credit group or by DPOs and other NGOs, however, many will remain in poverty unless they succeed in accessing and actively participating in the many 'wealth creation opportunities available at sub-county level.

#### **Gender and livelihoods of YPWDs**

The qualitative interviews and discussions raised the different experience of marginalization by young male and female PWDs. The girls and women YPWDs were most affected by the triple disadvantages they face as rural, disabled females. This affected access to education, employment and leadership. With regard to leadership there was significant difference between male and female YPWDs with male holding more leadership position. The girls and women also experience more sexual abuse, rape and denial of paternity for their children. Pregnancy was among the reasons for young girls dropping out of school. It is also the young girls with disabilities who are kept at home to keep the homestead when other go to school and the adults to the gardens. The minimal gender differences found in qualitative data could suggest less gender differentiation due to the overwhelming marginalization from disability. This area calls for further studies.



**Conclusion**

YPWDs in Uganda have limited opportunities for education and for dignified livelihood including employment. Young girls and women are more affected than the men. Their marginalization is multifaceted and multi factorial and cannot be solved through one programme. Development programmes for the poor and disadvantaged have served the YPWDs but have also increased the gap between the disabled and the people with no disabilities. The YPWDs are not confident enough to demand for a reduction of this development gap, neither do they have the esteem and education to join the employment competition and wealth creation opportunities that are offered through groups. The Youth Empowerment Project, therefore, has a vital role to demonstrate that YPWDs can enjoy improved livelihoods through better access to quality education and by tapping into the opportunities for employment and for wealth creation that exist in the community. Education and employment are among the most empowering tools that will lend sustainability to the ODW project.

# 1.0 Introduction and background

## 1.1 Introduction

This report contains two studies that were done simultaneously. One is on education of Young people with disabilities (YPWDs) and the other is on their employment. The two studies are closely linked, though they can be used independently.

The focus of the survey is children aged 13 to 18 and youth aged 15 to 25. In order to harmonise the different definitions of children, teenagers and youth by Uganda and Norway the term 'young' was introduced during project design hence the term, 'young people with disabilities.' When the text mentions children or CWDs, it is important to remember that half of the children are the survey targeted YPWDs. The survey on education is skewed towards primary education and aspects of mid-childhood because they form the foundation for the current experiences of the YPWDs.

The survey was initially meant to be a baseline study but the TOR, design and report, have added important aspects including needs assessment, an exploration of the implementation arena and the challenges the project implementers may face.

It is hoped that the three DPOs, NUDIPU, UNAB and UNAD will use the findings from this study to influence the SNE policy which is in its early formative stage and the employment policy which is much more developed but not yet finalized.

The baseline report includes both qualitative and quantitative indicators. The recommendations have been discussed with stakeholders and will contribute to fine tuning the project logframes.

## 1.2 BACKGROUND

### 1.2.1 The Right to Education

Through the signing of international treaties, legislation and policy, the Government of Uganda has made efforts to protect the rights of vulnerable children including children and youth with disabilities. The right to education is a fundamental human right for all children particularly because education is intended to prepare all children to become self-reliant, responsible adults that actively participate in personal, family, community and national development.

To understand education as a right is to confer upon it a legal status that makes it enforceable for all citizens at both the national and international levels.<sup>1</sup> This places it at par with other social rights such as the right to health and decent work, which are interconnected and mutually empowering. "It is clear that if children and young people with disabilities (YPWD) are to thrive in the Uganda education system, they will require extra time and resources. For YPWD to successfully complete the Primary, secondary and tertiary level education cycles and enter formal employment, government, education institutions, teachers, parents, communities and other key stakeholders will have to draft and enforce pro-disability policies, prepare teachers and schools to teach children and young people with special needs, support and equip C/YPWD to learn and be their best.

The fundamental human rights of people with disabilities are explicitly recognised within the 1995 Constitution of Uganda, and in progressive rights-based legislation, (for example, the

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<sup>1</sup> This is in addition to the international commitments adopted at the World Conference on Education for All (Jomtien, 1990), the World Forum on Education for All (Dakar, 2000) and the Convention on the Rights of the Child (particularly articles 28, 29 and 31), among other instruments.



People with Disabilities Act 2006). The Ugandan Government also published its National Policy on Disability in February, 2006, and in September 2008, it ratified the UN Convention on the Rights of Persons with Disabilities. The human rights of all people with disabilities living in Uganda are enshrined in national legislation and internationally legally binding instruments. The case for education remains strong and because it is the foundation of socio-economic development.

Children's rights to education have been clearly enshrined in the Convention on the Rights of the Child and the Millennium Development Goals<sup>2</sup>. However, evidence shows that vulnerable children, including the disabled, are significantly disadvantaged in both school enrolment and educational attainment; this will inadvertently have long term consequences on these children's lives, and the countries in which they are being raised (Boler and Carroll 2003).

Access to education is a fundamental human right for all children particularly because education is intended to prepare all children to become self-reliant, responsible adults that actively participate in personal, family, community and national development. The Salamanca statement and framework for action special needs education, produced at a 1994 UNESCO global conference on special needs education, is a major international policy document that outlines the global consensus on policies and strategies needed to include children with disabilities in the education systems of member states. Children with one or more disabilities including those who have difficulties in seeing, hearing, moving or those with learning difficulties are among the thirteen categories of educationally disadvantaged children listed in the national policy on Educationally Disadvantaged Children.

Having acknowledged education as a key pillar that can lift Ugandans out of poverty, the GoU adopted a policy of Universal Primary Education (UPE) in 1997 as a means of achieving education for all by 2010. The Universal secondary education (USE) launched in 2007, and the wider goals of Education for All (EFA) by 2015 are all long-term investments in national development.

The Millennium Development Goals make specific reference to the right to education, and upholding this human right is necessarily an essential part of any concept of development.

### **1.2.2 Special needs education**

In Uganda, disability was traditionally equated to inability and associated with being possessed by evil spirits, cursed, and not destined to ever achieve much. This attitude facilitated marginalization, neglect and abuse and delayed the national development of appropriate services for persons with disabilities for decades.

Since 1952, Special needs education in Uganda has evolved from teaching children with special needs separately to a more inclusive learning setting with specialized curricula, tools and skilled teachers to facilitate learning for and by the various disabled groups.

In the 1980s the Uganda Government established legislation regarding the education of persons with disability. This tremendously affected the delivery of educational services to them. Fortunately in 1983, the Ministry Of Education established a sector of Special Education within its structure; however the section was underfunded and had only one staff member. Inevitably, at that time most activities on special needs education were conducted with support from NGOs.

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<sup>2</sup> UN Convention on the Rights of the Child (1989) and Millennium Development Goals (2000)



The Kajubi Commission report submitted in 1989 stressed that government needed to support Special needs Education activities at national level. This was later reflected in the 1992 Government White Paper on Education, set a precedent for increased government support for Special Needs Education. In the same year, the Government of Uganda adopted Community Based Rehabilitation (CBR) as an appropriate service strategy to reach more Persons with Disability (PWDs).

The CBR programme implemented under the Ministry of Gender, Labour and Social development, has since been established in over 16 districts in the country.

In 1999 a fully-fledged department of Special Needs Education /Guidance and Counseling was established and staffed in the Ministry of Education and Sports. This dramatically changed the staffing composition and signaled a serious move by government to address the learning needs of children with disabilities. From one staff before then, the Ministry appointed fourteen members of staff headed by a commissioner, Assistant commissioners and Education officers.

A policy for Educationally Disadvantaged Children was passed in October 2002. The policy described educationally disadvantaged children as all children between 6 and 18 years *“who are experiencing barriers to learning, and are directly or indirectly excluded from or denied the chance to optimally participate in the learning activities which take place in a formal or non-formal setting”*. These are children educationally disadvantaged by the social, cultural, regional, political and economic environments in which they live.

### 1.2. 3 ACCESS TO EDUCATION

Access to education in Uganda has remarkably improved in the last 13 years; following the launch of the UPE policy, enrolment more than doubled between 1996 and 2000 from 2.5 million to 6.5 million. The remarkable increase of children accessing school through the UPE policy raised Uganda’s score on the second Millennium Development Goal (MDG); nevertheless, it placed considerable financial pressure on government and stretched the capacity of the education system beyond its resource limits, and compromised the education quality, particularly in the rural areas where the majority who have lower incomes and larger families reside. As a result, education quality in rural areas has been compromised by poor infrastructure, poor pupil teacher ratio averaging 100:1 in rural primary schools, and other factors.

Although access to basic and secondary education in Uganda has been improved by the national Universal Primary and secondary education policies, the high numbers enrolled have stretched the capacity of schools beyond the required limit and compromised the education quality, particularly in the rural areas. A negative attitude towards CWD by teachers and fellow pupils, parents, the community, disability-unfriendly school infrastructure, lack of SNE tutors in institutions of higher learning, limited number of trained SNE teachers, lack of assistive tools and equipment, and a general pupil teacher ratio averaging 100:1 are key among factors contributing to YPWD not accessing education<sup>3</sup>. The negative attitude on one end and over protection on the other together with the above mentioned challenges causes CWDs to enroll late in school. It is not uncommon to find an 18 year old PWD in Primary five<sup>4</sup>.

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<sup>3</sup> Disability baseline survey in Uganda; 2005-6; Uganda Society for Disabled Children(USDC). P.O. Box 16346 Kampala [www.usdc.or.ug](http://www.usdc.or.ug)

<sup>4</sup> Baseline study conducted for the Internally Displaced Disabled People (IDDP) Project in Gulu and Amuru districts; 2008; Gulu Disabled Persons of Uganda & Motivation Africa, [www.motivation.org.uk](http://www.motivation.org.uk)



Ironically, the increased numbers of pupils in school is not automatically complimented by a proportionate increase of teachers; for children with special learning needs, chances of getting special support in a normal school without an SNE unit or teacher becomes hazardous at best; The lack of SNE teachers and assistive tools in schools, discrimination and disability-unfriendly school environments, are some of the reasons given by those interviewed in this study for YPWD dropping out of school before completing the seven years of basic education. Nevertheless, some children with disabilities are enrolled and successfully complete the primary education cycle.

With the required assistive devices, teaching and learning aids and teachers trained to handle SNE, CWD can excel in education. They will need a smaller teacher-pupil ratio than the recommended 1:55. A general pursuit, is a pupil:teacher ration of 10 pupils with disabilities to 1 teacher.<sup>5</sup>

In December 2009, a case study on the violation of the rights of persons with disabilities was carried out in 6 districts including in Uganda; A disturbing finding was that 27 PLE candidates of Rwera mixed Primary school in Ntungamo district missed sitting for their exams because they had only one teacher in the unit teaching upper primary (P5-P7) pupils and as a result not able to prepare them to sit for the exams. The school unit of 75 pupils had 3 other teachers teaching lower primary (P1-4) instead of the 10 required. (*H.Lubwama, Uganda National Action of Physical Disability*)

In 2009, members of UNAD appealed to the Minister of education to address education gaps that prevent deaf people from accessing education which included lack of government funding for sign language training program at Kyambogo University, less than five students under government sponsorship, and sign language interpreters being poorly paid. They also noted the lack of a clear policy to ensure that private schools and units for the deaf are affordable and offer quality education. UNAD also noted that "More than 40 districts in Uganda do not have an annex for the Deaf. Only 1% of the Deaf enrolled in primary school reach primary seven. Only 0.5 % of the teachers in Uganda can use Sign language. There are few Vocational schools for the Deaf in Uganda. There are only two Secondary School for the Deaf in Uganda. Despite the necessity to retain and/or recruit special needs teachers in Schools for the Deaf, they are being transferred to ordinary schools and replacing them with teachers lacking sign language skills." (*UNAD Newsletter 2009*)

Despite the legal provisions and increase in number of PWDs completing education, few PWDs manage to get into formal employment. Uganda being largely an agrarian society depends more on family-based work on the traditionally owned land. Most PWDs participate at this level but do not enjoy the fruits of their labour. Access by YPWDs to Government promoted prosperity initiatives has also been minimal despite efforts to provide for affirmative action for PWD i.e. when selecting National Agriculture Advisory Services member groups.

#### **1.2.4 The NUDIPU UNAD and UNAB Partnership**

NUDIPU UNAD and UNAB with support from their partners from Norway are to implement a five-year project that will focus on the empowerment of Young People With Disabilities (YPWD) in selected districts of Uganda. The major focus of the project will be access to formal and informal education by YPWDs from 13 – 25 years. .

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<sup>5</sup> Uganda export Promotion Board- Profile Series 2006; The Executive Director, Uganda Export promotion Board, Plot 22 Entebbe Conrad Plaza, P.O. Box 5045, Kampala. Uganda. [www.ugandaexportsonline.com](http://www.ugandaexportsonline.com); [Uepb@starcom.co.ug](mailto:Uepb@starcom.co.ug)



In order to establish benchmarks upon which project targets will be set and outcomes measured, NUDIPU UNAD and UNAB contracted WIND-CONSULT<sup>6</sup> in June 2010, to carry out a baseline study on 'Participation of Youth People with Disabilities (YPWDs) in the education sector'.

The findings of the study were to also provide information on opportunities and challenges that exist for YPWDs seeking employment with particular focus on skills needed to get employment and gaps in these skills among YPWDs.

### 1.2.5 Objectives of the Survey

The aim of the survey was to establish benchmarks for implementation of the 'youth Empowerment project'. The specific objectives were to:

- Assess the current level of access to formal and informal education by YPWDs in six districts of Uganda
- Analyse the factors affecting access to education by YPWDs
- Explore participation of YPWDs in employment

## 2.0 Methodology

The survey used qualitative and quantitative methods to collect and analyse data.

### 2.1 Quantitative method

**2.1.1 Survey sample:** The survey sample was 300 YPWDs aged 13 to 25 years, from the districts of Arua, Gulu, Mukono, Wakiso, Kasese and Bushenyi. In order to reach all disability types, the inclusion criteria was for each district as follows:

- 10-15 with physical disability
- 10 blind and severe visual impairment
- 10 deaf and hard of hearing
- 5 slow learners
- 5 with epilepsy
- 5 with mental illness
- 1 albinos.

In addition, approximately half of the sample had to be female. The target was identified in school and out of school. For those in school the majority was from the primary section because CWDs start school late and it common to find older teenagers in upper primary. As shown later in the findings, very few YPWDs progress to secondary school. Secondly, primary section lays the foundation for the future of YPWDs. It has a bearing on further education and employment. Thirdly, the primary section has the widest range of educational interventions for the inclusion of YPWDs in school and therefore has a lot more to inform the project.

**2.1.2 Sample selection:** 50 YPWDs were selected from 4 parishes in two sub counties from each of the districts. This was estimated at 12-13 YPWDs from each parish. Where a parish did not have the PWDs to fulfil the criteria, the research assistants extended interviews to the neighbouring sub-county that was easiest to reach. The YPWDs were selected by the sub-county and parish PWD leadership, either the LC or a committee member of the NUDIPU branch.

**2.1.3 Data collection tool:** A questionnaire was developed based on the 3 projects' indicators. The tool covered demographic information, disability status, education, leadership, Livelihood and reproductive information and practice. The tool was piloted in Luwero.

**2.1.4 Research Assistants:** The research assistants were all PWDs with 2 deaf, 1 hard of hearing, 2 blind, and 1 with physical disability. The six were trained with their assistants and interpreters on how to apply the questionnaire.

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<sup>6</sup> [www.windconsultug.com](http://www.windconsultug.com)



## 2.2 Qualitative data collection

Based on the TOR, the list of information required along with the source was compiled. The list included secondary data to be collected. The method of data collection from the various sources was drawn and data collection tools developed. The lead research assistants co-trained on the use of the tools. A check list was used to ensure all possible sources of data were reached. These included:

National level: Kyambogo Universities, MOES, MGLSD, Sports council, NGOs, DPOs, Workers organizations and vocational training schools  
 Regional level: Teacher training colleges, centre coordinating tutors, universities, vocational training institutes  
 District and Technocrats, politicians, school staff, school/institution management, subcounty levels: parents, DPOs, YPWDs, non disabled youth and community leaders,

## 2.3 Data collection:

Data was collected as follows:

National level	28th June – 2nd July & 14th -23 July By individual consultants
District & regional levels	4th -10th July 2010 By teams of three, one for each region composed of coordinator from one of the 3 DPOs, consultants, research assistants and guides/interpreters.

Literature search was carried out both on the web and in different organisations where qualitative interviews were conducted. They included policies, legislation, data sets, curricula, reports and plans.

Secondary data was collected from MOES and district planners.

Observations were made especially for physical accessibility.

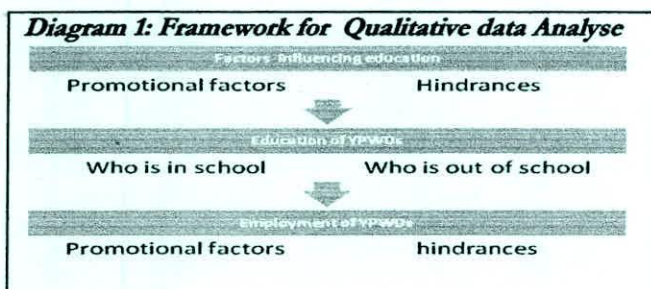
## 2.4 Quality Assurance

Quality of data collection, analysis and report writing was assured at 3 levels.

1. The research assistants were closely monitored by the consultants and questionnaire reviewed daily for completeness
2. Regular monitoring of the consultants by the team leader
3. Excellent coordination by the district and national DPO officials
4. Further cleaning of data by statistician
5. Regular discussions on the progress between the DPOs and the consultants
6. Validation workshop.

## 2.5 Data analysis

Quantitative data was entered using a designed sheet and analysed using STATA analysis package. The qualitative data was manually analysed by placing issues in the theme-windows shown below. Emerging sub-themes were identified and outliers noted.





## 2. 6 Challenges

- The initial proposed sample size of 600 YPWDs, targeting 100 per district. This was to ensure sufficiency and comprehensiveness of data. Due to budgetary constraints we were required to cut back the number of respondents and ended up with 301 from 12 Parishes. This restricted analysis especially with regard to gender and disability category.
- The team had originally proposed to spend 5 days in each district for a more through coverage but this was reduced to 2.5 days per district due to budgetary constraints; this also affected mobility.
- In order to collect data within the set time, YPWDs were mobilized to venues such as schools, churches, DPO offices and sub-county headquarter. This limited participation of the less advantaged YPWDs.
- The wide focus of the survey made the questionnaire long and difficult to apply.
- District and subcounty officials were difficult to interview because they were in the field or out of the district attending meetings or had been transferred to new districts.
- It took a long time to identify some types of disability such as the deaf and blind, hence their disproportionally high representation from institutions in the survey sample.
- The purposive search for the target group as opposed to random sampling resulted in a sample that was skewed towards urban/semi urban dwellers, YPWDs in institutions like boarding schools and more advantaged persons.
- Language barrier between the research assistants and respondents and use of interpreters further prolonged the data collection process.
- The teams expected to find the target groups already mobilized which was not the case. It took time mobilizing and reaching the target respondents.

The major effect of the challenges is the sample in this study was not totally representative of YPWDs because it was more advantaged socioeconomically. There is need to interpret the findings, therefore as the best scenario for YPWDs.



Data collection by research assistant



Data collection from blind and visually impaired

## 3.0 Findings of the Baseline Study

### 3.1 Introduction

This chapter has seven sections which are closely interlinked hence the reader will find repetition of some data which provide information that cuts across more than one section. The sections are:

- Demographic information about the YPWDs
- Education of YPWDs
- Employment of YPWDs
- The National Disabled Persons Organisations' activities in promoting quality education for YPWDS
- Empowerment of YPWDs
- Bringing it all together; a snap shot of Empowering YPWDs through educational and employment
- Recommendations

In the key sections issues and challenges are presented followed by baseline indicators. As far as possible the indicators are proportions but in some instances qualitative indicators are given. The recommendations have been integrated together in last section.

### 3.2 Demographic Information about YPWDs involved in survey

Data was collected from a total of 301 youth with disability; about two out of every seven youths (28.6%) had physical disability, while about 22% were deaf. Their profile as regards to socio-demographic characteristics of gender, age, household composition and living arrangements was: slightly more than half were males (53%, n= 156), living with parents\relatives (73.1%), median age 17 ranges 4-25 years<sup>7</sup>; the median household size was 7 members with a range of 1-21 physical disability and one fifth was deaf as shown in table 1 below.

**Table 1: Distribution of youths by their demographic characteristics**

Variable	Frequency	Percentage
<b>Gender</b>		
Male	156	52.9
Female	139	47.1
<b>Total</b>	<b>295</b>	<b>100</b>
<b>Age</b>		
13- 14	80	26.2
15-19	126	41.3
20 and Above	99	32.5
<b>Total</b>	<b>305</b>	<b>100</b>
<b>Type of disability</b>		
Mobility/physical	85	28.6
Blind	22	7.4
Low vision	26	8.8
Deaf	66	22.2
Hard of hearing	18	6.1
Mental illness	11	3.7
Epilepsy	19	6.4

<sup>7</sup> The 4 year old was an error. The rest of the form indicated an older child so the questionnaire was not discarded.



Slow learners	10	3.4
Multiple disabilities	29	9.8
Other	11	6.7
<b>Total</b>	<b>297</b>	<b>100</b>
<b>Living arrangements</b>		
Living alone	17	5.7
Parents \ Relatives	217	73.1
Married with family	33	11.1
None relatives	28	9.4
Institution	2	0.7
<b>Total</b>	<b>297</b>	<b>100</b>

### **3.3 EDUCATION**

The impact of education programmes can be assessed according to three criteria: access to education, quality of education, and equity. Uganda has accorded priority to children with disabilities over children without disabilities with regard to policy. In practical terms, this entailed mobilizing children with disabilities to go to school and expanding school facilities for children with disabilities. The baseline survey sought to establish the situation regarding primary, secondary and tertiary education for young persons with disabilities. This chapter discusses the findings and presents indicators for the YPWDs empowerment project. Emphasis has been placed on primary education since this level of education has received much attention from Government and NGOs for both the disabled and nondisabled. This is the level where most YPWDs who are receiving education are found because they start school late and repeat classes<sup>3</sup>. This chapter is in two sections, the first on primary and secondary education and the second on tertiary education.

#### **3.3.1 Policy and Legislation Promoting Education of PWDs**

Millennium development goal 2 aims at having all girls and boys completing primary education. In a bid to achieve this goal, Uganda institutionalized Universal Primary Education through the UPE policy and act. The education of children with special needs was promoted through strategies such as the inclusive education for children with disabilities,<sup>8</sup> Alternative Basic Education for Karamoja (ABEK) for nomadic children in Karamoja<sup>9</sup> and the orphans and vulnerable children (OVC) policy. In bid to equip Ugandan youth for socioeconomic development, universal education was extended to secondary level through the Universal Secondary Education (USE)<sup>10</sup> policy which also included students with special needs. Key informants in the education sector at national and district levels, understood SNE to refer to provision of education that focuses on the child whose learning needs cannot be met in the ordinary system while inclusive education makes the environment and systems accommodative to all. It includes modifying the physical environment, communication, attitude, teaching & learning, examination and even the curriculum so that the education system assimilates the needs of a

<sup>8</sup> *Education Sector Strategic plan 2004-2015; Ministry of Education and Sports, Planning department;*  
[http://chet.org.za/manual/media/files/chet\\_hernana\\_docs/Uganda/National/Education\\_Sector\\_Strategic\\_Plan\\_2004-2015.pdf](http://chet.org.za/manual/media/files/chet_hernana_docs/Uganda/National/Education_Sector_Strategic_Plan_2004-2015.pdf)

<sup>9</sup> UBEK <http://www.enteruganda.com/brochures/kara0701ad1.htm>

<sup>10</sup> The Education (Pre-Primary, Primary And Post-Primary) Act, 2008; Supplement No. 8 29th August, 2008; Acts Supplement; Printed by UPPC, Entebbe, by Order of the Government. [education.go.ug/EducationAct.pdf](http://education.go.ug/EducationAct.pdf)



diverse range of learners and adapts itself to meet these needs. The DEO of Bushenyi conceded that although it is the government's approach, we are far from practicing inclusive education.

There exist numerous international laws, treaties and goals, national policies and legislation that address issues which promote the rights and opportunities for children with disabilities and YPWD to access education. Activists, PWDs, politicians, development and humanitarian workers and institutions make use of them to lobby for affirmative action, and increased access to education.

Table i in appendix III provides an overview of policies and laws intended to positively influence the education of children and youth with disabilities.

The concept of Inclusive education, is an important approach promoted by the Jomtien and Dakar declarations and has been translated in several policies and laws such as the UPE white paper, Children's act, National Policy on Disability and the Persons With Disabilities Act. Government felt that SNE was addressed in several policies and law and therefore did not require a separate policy.

Despite the legal and policy provisions promoting education of YPWD, extremely few children and youth with disabilities enroll and complete education. The survey reports on quantitative trends on enrolment and shows the low enrolment and high dropout rate of children and YPWDs from school and institutions of higher learning and related absence of YPWD in the formal employment sector.

According to several district education officers, the consequence of the absence of a specific policy on education of persons with disabilities has affected commitment of funds by the central and lower Governments. In Gulu district SNE is categorized as "an unfunded priority". In a bid to address this over time, a draft Special Needs Education Policy<sup>11</sup> has been developed and may in the financial year 2011/12 succeed in committing funds to SNE.

### **3.3.2 Enrolment in primary schools of Children and YPWDs**

#### **3.3.2.1 Enrolment rates**

The rate of increase in enrolment in all primary schools was high between 2000 and 2003 following the introduction of UPE in 1997. The rate of increase in enrolment has remained stable since 2003 with a rise in 2007 and 2008 in private schools. The ratio of enrolment of CWDs to total enrolment between 2004 and 2008 has not only remained low but reduced as demonstrated in table ii below.

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<sup>11</sup> Special needs education policy, Draft zero; MOES; 2010; [www.education.go.ug](http://www.education.go.ug)



**Table 2: Comparison of Enrolment of CWDs in 2004 and 2008**

District	2004 <sup>12</sup>			2008 <sup>13</sup>			Variance in proportion
	Total enrolment	Total CWDs	Proportion of CWDs as %	Total enrolment	Total CWDs	Proportion of CWDs as %	
Arua	363,460	19,139	5.3	192,519	7,376	3.8	1.5
Gulu	162,688	5,802	3.6	110,048	2,924	2.7	0.9
Mukono	208,461	6,489	3.1	229,057	5,690	2.5	0.6
Wakiso	186,902	3,267	1.7	216,040	2,864	1.3	0.4
Bushenyi	219,676	5,116	2.3	222,856	2,867	1.3	1.0
Kasese	171,989	3,907	2.3	180,317	3,153	1.7	0.6
TOTAL	1,313,176	43,720	3.3	1,150,837	24,874	2.2	1.1

Arua district has the highest proportion of enrolment of CWDs while Wakiso has the lowest. With the exception of Mukono, these figures indicate that the more rural the district setting, the higher the proportion of CWDs enrolled in school. This is in keeping with the common perception that more rural and less economically developed societies are more accepting of their members with disabilities. Although Arua has the highest proportion of CWDs enrolled in primary schools, it has the highest drop in proportion between 2004 and 2008. The districts with low enrolment, tended to have a much less fall of proportion of children and YPWDs enrolment.

The reduction in proportion of enrolled CWDs between 2004 and 2008, against a backdrop of stagnant overall registration, could indicate a faster decline in registration by CWDs than for nondisabled pupils. The drop on proportion was by 30% between the two years. This is further demonstrated in the table below which shows a reduction of total enrolment of CWDs in primary schools while there was increased in most districts for the nondisabled.

**Table 3: 2008 Enrolment as a percentage of 2004 for Disabled and Nondisabled children**

District	2008 enrolment as % of 2004 for only nondisabled	2008 enrolment as % of 2004 for CWDs
Arua	53.8	38.5
Gulu	68.3	50.4
Mukono	110.6	87.7
Wakiso	116.1	87.7
Bushenyi	102.5	56.0
Kasese	105.4	80.7

<sup>12</sup> Uganda Education Statistical Abstract 2004, Ministry of Education and Sports. [Statistics@education.go.ug](mailto:Statistics@education.go.ug)

<sup>13</sup> Uganda Education Statistical Abstract 2008, Ministry of Education and Sports. [Statistics@education.go.ug](mailto:Statistics@education.go.ug)



TOTAL	88.7	56.9
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There was significant reduction in enrolment of CWDs between 2004 and 2008. It was 43% for CWDs especially contributed to by Arua and 11% for nondisabled again mainly contributed by Arua. The districts with the least reduction of CWD-enrolment (Mukono and Wakiso) had an increment in enrolment for the nondisabled of 10% and 16% respectively. The data shows that the factors that caused greater enrolment in the districts had no effect on the enrolment of CWDs since they had a reduction in the entire district. These same factors may have reduced the rate of drop out in Mukono, Wakiso and Kasese.

According to the statistical abstract 2008, the increase in enrolment that occurred during 2007 and 2008 was mainly due to increase in private schools. CWDs are unlikely to access private schools because of several reasons discussed in the section on dropout. However, even the schools they accessed in 2004 seemed to be less accessible as demonstrated by the drop in total enrolment of CWDs.

An important concern in this report is the use of the Ministry of Education Statistical abstract. Is this data reliable? Data for the abstract is collected through the 'Annual School Census' System. Data collection is voluntary and according to the 2008 report, the methodology is improved every year. The reduction in 'no responses' demonstrate this, which fell from 10% to 1% in primary level. Secondary level is less accurate because the census had only 32% reporting which increased to 36%. The education census data is also commensurate with historical events in the education sector making it dependable. The data is not sampled and provides more accurate information than that of the survey.

### 3.3.2.2. Who is enrolled in Primary School

Observations of children and youth in school revealed that children with mild physical disabilities and learning disabilities were more likely to be in ordinary school. Special units in ordinary schools had higher enrolment of children and youth with sensory disabilities. For example, Rokoki PS in Kasese and Ruhandagazi PS in Bushenyi, had enrolment of Children and YPWDs of 10% and 25% respectively. The most common disability in Rukoki was deaf followed by slow learners, while in Ruhandagazi, it was slow learners then physical and hard of hearing. This is in agreement with quantitative information (table III in appendix III) where it was found that physical disabilities, followed by deaf were more likely to be in school than out. The highest proportion of the 13-18 years (school going age group), that was out of school was multi-disabled of whom 2/3 were out of school. Other studies<sup>20</sup> have shown the deafblind to be the most likely disability to be out of school.

SAPH Integrated Primary School in Wakiso District is an ordinary school that admits children with physical disabilities. Out of a total of 206 pupils, 10 (5%) were physically disabled – 4 males and 6 females. Regarding gender, the study found no difference in enrolment for the 13-18 YPWDs as shown in table VI below.

**Table 4: Distribution of school going YPWDs ages 13-18 by gender**

Disability type	Males			Females		
	n	In School	%	n	In School	%
Physical	17	12	70.5	16	12	75.0
Deaf	7	4	57.1	7	7	100
Blind	19	14	73.6	21	16	76.2



According to the MOES school census 2008, the ratio of male to female was 1.2:1 as shown in the table below. The enrolment inequality was most pronounced in Arua at 1.3 males to 1 female.

**Table 5: Disabled Children by Gender in Primary Schools**

District	Male	Female	Ratio m:f
Arua	4054	3222	1.3
Gulu	1504	1420	1.1
Mukono	3006	2684	1.1
Wakiso	1513	1351	1.1
Bushenyi	1589	1278	1.2
Kasese	1733	1420	1.2
Total	13399	11375	1.2

*Source: Uganda Education Statistical Abstract 2008<sup>19</sup>*

### 3.3.2.3 Factors affecting Enrolment of CWDs in Primary school

Several reasons were given to explain the low enrolment of CWDs in primary school. The most frequently given reason was the lack of awareness by parents that their CWDs could go to school. Indeed, Nyakasanga PS in Kasese Municipality experienced a five-fold rise in registration of children with disabilities after community sensitisation by Kasese Disabled Persons umbrella organisation. The sensitisation attracted a child with severe mobility disability from high in the mountains who had failed to attend PS at her nearest school. In Gulu, Community sensitisation about disability and the rights of PWD by NGOs and CBOs has helped change the attitudes of YPWD, parents and teachers, and increased opportunities for YPWD to access education and employment.

Negative attitude towards CWDs by parents and other relatives was cited in all districts as an important limiting factor for enrolment in school. The perception of CWDs was that they are a shame to the family and are not useful to invest in. In some families, they remain home to look after the homestead when other siblings go to school and parents to gardens.

In Gulu, CWDs who kept the home instead of attending school were referred to as 'padlocks'. Poverty was another factor that was found in all districts that limited enrolment of CWDs in primary school especially that of children with sensory disabilities who required boarding facilities in schools with special units. Negative attitude were demonstrable in the midst of poverty; when parents had to make choices on whom to educate, it was usually the CWDs who lost out and yet this is the child who needs education most. The consultants found more deaf children than other disabilities who had never enrolled in school.

On the other end of the spectrum were parents who were overprotective and felt their children with disability could not cope with teasing, distance to school and being different. The Finance and Administration Officer of Budrabe Chapel in Oluko sub-county Arua district observe that parents of children with epilepsy are reluctant to send them to school in case they experience an epileptic fit and have no one around to help them. A young girl with physical disability in Gulu who had been overprotected feared she would be crushed by vehicles on the way to school and dropped out.

Many parents found the cost of educating CWDs prohibitive. When talking to parents and opinion leaders of Oluko Sub-county in Arua District, one commented that "educating CWD/YPWD is expensive. You may need transport to take them to school and bring them back daily, a pair of crutches are 15,000 and parents cannot afford the special requirements of disabled children. These children need extra care."

Schools were also selective in the type of disability they accepted. SAPH Integrated Primary School in Wakiso admits only physically disabled children whom they can manage. If the disability is severe or requires facilities or personnel that they do not have, they advise the parents



where to take the children. Lack of trained SNE teachers and facilities is one of the reasons for low enrollment of CWDs.

According to quantitative information, 4% institution sample of the 13-18years old had never been to school. Lack of fees was the most common reason for having never been to school. It is important to note the impact of UPE on access to education in that the majority of those who had never been to school were above 18 years and had missed the UPE wagon.

Many of the factors that influence enrolment, affect retention in school as discussed in the next section on children that dropout of school.

### 3.3.3 Drop out from schooling

#### 3.3.3.1 Proportion who drop out

A total of 96 out of the 115 (83.5%) out of school young people had dropped, while 12.1% (n=14) had never been to school. The rest of the youths had completed their studies. 37% of dropout occurred in lower primary and 45% upper primary. By end of primary seven, 4/5 of PWDs would have dropped out of school. National drop out from enrolment in primary one to completion of primary seven is 77%<sup>14</sup> (1997 to 2003). In a study by NUWODU<sup>15</sup>, it was found that drop out of girls with disabilities occurred mainly in lower primary followed by upper primary. There was also significant drop out between primary and secondary level. In this survey, the district with the highest proportion of drop out was Kasese (46.2%), followed by Mukono (30.9%) and Wakiso (30.2%).

**Table 6: Percentage of district sample of YPWDs who dropped out of school**

	Arua	Gulu	Mukono	Wakiso	Bushenyi	Kasese
No drop out	12	12	13	16	16	24
Total interviewed	46	53	42	53	55	52
% dropout	26.1	22.6	30.9	30.2	29.1	46.2

#### 3.3.3.2 Characteristics of School Dropouts

Table 7 below shows YPWDs with highest proportion of dropouts to be among youths with physical disability (46.5%) and those with epilepsy (47.7%). Those with who were slow learners and had mental illness are among the least likely to drop out though the numbers are too few to make conclusions. It is most probable that the physically disabled enroll most in school and are

**Table 7: Distribution of drop-outs by disability type**

	Phy	Blind	LV	deaf	Hard of hearing	epilepsy	LD	MI	Multiple disability
No drop out	40	2	5	15	5	9	2	2	8
Total	86	22	26	66	18	19	10	11	29
% dropout	46.5	9.1	19.2	22.7	27.8	47.7	20	18.2	27.6

There was no statistical difference between male and female drop out in the survey sample even when analysed by disability type as shown in table 8 below.

<sup>14</sup> DFID Policy brief no. 10; Universal Primary Education Uganda; Feb 2006; <http://www.odi.org.uk/resources/download/3125.pdf>

<sup>15</sup> NUWODU 2009; Baseline study on Sexual and Reproductive Health and Rights of girls and women with disabilities; P.O. Box 24891, Kampala.



**Table 8: Comparison of Female and Male YPWDs School Drop-outs by Disability Type**

13 - 18 years	Male			Female		
	No. interviewed	No. drop-outs	%age drop-outs	No. interviewed	No. drop-outs	%age of drop-outs
Physically disabled	17	2	11.7	16	3	18.8
Deaf	7	2	28.6	7	2	28.6
Blind	19	0	0.0	21	0	0.0
<i>Dropped out of school</i>			77.8% (n=14)	72.2% (n=13) $\chi^2=0.15, p=0.7$		

There was no gender difference in the class in which YPWDs dropped out as shown table 9 below.

**Table 9: Class Dropped out at by Gender**

sex	n	Class dropped out			
		Lower Primary	Upper Primary	Secondary	Post secondary
Female	49	36.7	42.9	18.4	2.0
Male	47	38.3	46.8	12.8	2.1
$\chi^2 = 0.6 \quad p = 0.901 \quad (p > 0.05)$					

The survey found dropout was significantly higher among the older age group (table 10 below). There was significant relationship between age and enrollment status of YPWDs ( $p < 0.009$ ); high dropout rates were realized at higher ages namely 15-19 (89.3%) and above 20 (84.7%). This finding concurs with the 45% drop out in upper primary. It could also be a predictor that the current younger students will drop out between 15 and 19 years.

**Table 10: Enrolment status by age**

Age group	N	Enrollment status		
		Completed	Dropped out	Never attended
Below 15	15	0.0	60.0	40.0
15-19	28	0.0	89.3	10.7
20 and Above	72	8.3	84.7	6.9
Fisher's Exact sig. = 0.009				

### 3.3.3.3. Reasons for dropping out of school

The most common reasons given in the qualitative study for dropping out of school was lack of school fees followed by a non accommodative school environment. In the quantitative arm 'no fees' was by far the commonest reason followed by frequent illness. Several children dropped out of schools with special units after parents realized that they had to pay school fees. The units are not fully catered for by the Government school grant and parents make contributions ranging between 50,000 and 80,000. Many parents are of the opinion that their children with disabilities should be educated by Government.

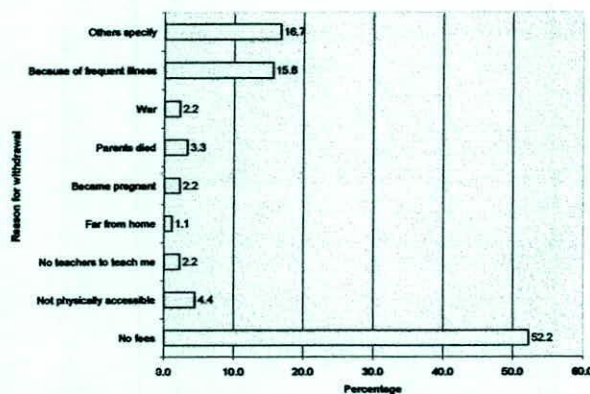


The blind and deaf were most likely to drop out due to a non accommodative environment. The non accommodative environment was a common reason for dropping out in the qualitative arm but was the fifth most frequent reason given for dropping out at 4.1%. According to the deaf, lack of teachers who know sign language was a major factor. Most of the deaf in ordinary schools were noted to drop out in early primary a fact confirmed by several FGDs with teachers. The DEO Bushenyi noted that the blind, once in school seemed to be more advantaged in that they often found their way to schools with annexes for the blind. This is confirmed in the findings in table VII where the blind have the lowest drop out proportion.

Long distance to school was another important factor for dropping out and especially for pupils with physical disability. Linked to this was lack of assistive devices. A girl in Bushenyi could not go to school because she had no wheelchair. Although she was allocated one, the brother did not pick it. In Kasese, the mountainous terrain made schooling difficult. A girl wheelchair user in Nyakasanga PS, Kasese started schooling only after she left the mountainous region in her home to stay with an aunt in the flat rift valley.

The YPWDs with cognitive impairments and those with grave physical disability who need special attention and assistance to move about, including going to school, are usually left at home. Low-income peasant families often lack the time, a person to assist, a wheel chair or other assistive tools necessary to enable these YP to access school and lead a dignified life. This was especially so in the Northern districts as exemplified by this quote. The Principal of the PTC in Arua was concerned about the neglect and abuse of YPWD and said : ‘All should accept YPWD in society, show them love and realize they are capable of doing anything in education and employment. People, especially parents, need sensitization and reassurance that disability is not inability.’

From the quantitative data, the reasons for dropping out are similar across the districts and across the age groups (pre and post UPE). This may indicate that UPE has not effectively retained CWDs in school. The reasons were also almost similar to those in the qualitative study as shown in the graph below.



**Figure 1: Reason for withdrawal from school**

In Gulu one of the Key informants observed that disability can sometimes work in the favour of the YPWD. There are two reasons why disabled children are kept at home, one is to guard the home (padlocks) and the other is to work in the garden or market; A blind child who cannot scare birds or chase monkeys away from the millet field is better off at home or school; If schools are close by, a child could be sent to school instead. The quantitative study found no gender difference in the reasons for dropping out of school.

A study in Uganda on socioeconomic variants for dropping out found significance of distance to school, gender of pupil, gender of household head and total average amount of school dues paid



by students in influencing dropout of pupils<sup>16</sup>. Another older study, found that the most common reason for leaving school was lack of interest (46%), family responsibilities (15%) and sickness (12%)<sup>14</sup>. The most common reason for drop out and which was far above the others for both the disabled young people and nondisabled was lack of school fees.

### 3.3.4 Never attended School

A total of 14 out of the 116 (12.1%) out of school youths had never attended school. Half (50%) of youths who never attended school had multiple disabilities, followed by the deaf (21.4%). As regards to their age distribution, the highest proportion (42.8%) were at the lower ages (below 14), while 35.7% were at higher ages (20-25). Perhaps of particular importance, the only deaf blind youth had never been to school. Regarding gender, there was no significant difference in this sample as shown in the table below.

**Table 11: Comparison between female and male YPWDs who have never been to school by disability group**

13 – 25 years	Male			Female		
	No. interviewed	No. never been to school	%age never been to school over no. interviewed	No. interviewed	No. never been to school	%age never been to school over no. interviewed
Physically disabled	17	1	5.8	16	0	0.0
Deaf	7	0	0.0	7	2	28.6
Blind	19	0	0.0	21	0	0.0

### 3.3.5 Teaching and learning process

#### 3.3.5.1 Ordinary schools

To maximize the learning experience of children and youth with disabilities, changes/adjustment has to take place in the disabled pupil, their classmates, the teacher and the school physical environment. The change also has to take place in the home. For successful and permanent change, there is need to have supportive systems, policies and laws. These have been discussed in section 3.3.2. All pupils interviewed, including the pupil with disabilities have made commendable adjustment in order to accommodate and support the pupil with disabilities. The deaf pupils have copied notes and sat near friends who explain in gestures what is being said. The blind have also been guided and read to by the nondisabled. Children with learning disabilities have largely been accepted as different and left to do their own thing. They are not taught and in the schools visited, no efforts were made to include them in games during class time and free time. This will be discussed further later on.

<sup>16</sup> Okumu Ibrahim et al; Socioeconomic determinants of primary school dropout: the logistic model analysis; 2008; <http://mpira.ub.uni-muenchen.de/7851/>



Teachers have reorganized classes and placed the hard of hearing and those with low vision in the front rows in class. They have written on the board instructions that have been given verbally to the rest of the class to help the deaf. Pupils with physical disabilities were not punished for coming late.

These initiatives were observed in schools that have had to include pupils with disabilities following sensitisation of the communities usually by DPOs. Most did not have trained special needs teachers. One group that was not given particular attention was children with learning disabilities. In ordinary and schools with units, they were left to wonder around the school. In a particular instance in Bwera, a 21 year old youth with mental illness not only wonders from class to class but also from school to school.

### **3.3.5.2 Schools with Special Units**

Children and youth with sensory disabilities benefited most from schools that had special units. The deaf were able to learn sign language and the blind Braille. Integration with other pupils was easier especially as classmates of deaf children learnt sign language. This was especially beneficial to the pupil since they moved to the next level with the same classmates. The blind pupils learnt to read and write Braille. They used this to learn other subjects, however, they did not learn mathematics due to lack of equipment. Braille was often taught late and was therefore not used in primary leaving exams in some schools. A blind youth completed Rukoki PS in Kasese and passed in second grade. He was admitted in St. Helen's secondary school but the school referred him to P5 because he did not know Braille. Rukoki claimed this pupil was using a telescope in primary which was not available in the secondary school. A unit visited in St. Mary's found the deaf learning separate from other pupils in the resource room. All the deaf from P1 to P4 were in the same room and the teacher who had only 6 weeks training in sign language taught all subjects these classes in very fundamental sign language. So elementary was the sign language, that interviews with the children using a sign language interpreter could not be done.

YPWD who lack the support of SNE teachers and assistive tools end up learning orally (if not deaf) and this limits them to theory and prevents them from taking up mathematics and science subjects. It is unfortunate that UNED not able to print maps in exams.

The aim of the resource room is for pupils with disabilities to receive remedial classes to enable them keep pace with others, to train in sign language and Braille and to provide resources for teachers in the school and in the neighbouring schools to learn about teaching aids and methods. All the special schools visited had resource rooms which were not maximally utilised. In some schools the resource room was a class for the deaf and in some it was the staff room.

Bushenyi district claimed to have the most advanced special needs education service.

The greater Bushenyi (now divided into 5 districts), had 9 units, one for each subcounty. In addition, the district had five units with facilities for the blind and the deaf with boarding facilities to enable children from far attend school. The DEO of Kasese also had intended to have an SNE teacher with a diploma in each of the district's 20 subcounties.

No standard is available on the establishment of special units in the districts either developed by the national or district level. A defunct structure at sub-counties that consisted of SNE coordinators who were responsible for developing SNE in schools still had remnants in Bushenyi & Kasese; which district still had an inspector for SNE. UNAB must try to Braille for schools, have instructors in schools, and print correct text books in Braille. PTC lack SNE tutors to give students proper training in SNE.

### **3.3.6 Quality of Education**

A few indicators have been selected that are key to the learning of Children and YPWDs.

**3.3.6.1 Teacher pupil ratio:** The standard for Uganda is 1 teacher to 55 pupils. The lower classes were observed to have a higher teacher pupil ratio than upper primary. The table below gives the ratio for the districts understudy. The further the district is from the centre, the worse the pupil:teacher ratio.



**Table 12: Primary Pupil: Teacher Ratio for Government Schools 2008**

District	Arua	Gulu	Mukono	Wakiso	Bushenyi	Kasese
Pupil: teacher ratio	69	61	47	40	42	50

Several teachers and headteachers noted that the teacher pupil ratio should be 1:6 on average with 1: 10 for the deaf and 1:1 for the blind. The Senior Education Officer in the Department of SNE and Career Guidance, informed the team that although 1:6 will be proposed to Ministry of Public Service, it all depends on the severity of the disability. Some children will need 1:1 and others 1: 10. There is an acute shortage of Special Needs Teachers and where they are, they are given ordinary lessons in addition to the special time and effort given to children with special needs. A teacher for the blind in Kasese, reported that he has to teach Braille to two blind children and continue with mathematics in two other classes. Aside from teaching he has to Braille tests and exams and translate the students' Braille papers into alphanumeric. The headteacher of St. Mary's Bushenyi was frustrated because the SNE teacher taught only eight deaf pupils, taking space for a teacher who could have taught 200 children. She had appealed for SNE teachers to be above the staff ceiling for schools. The DEO of Arua noted these challenges faced by schools that provide special classes in the mainstream. Teachers with SNE skills need to be weighed differently and as the head teacher of St. Mary's put it, 'schools with units for disabled children should have different ceilings, taking into account the attention and time they (CWDs) need.'

The transfer of SNE teachers without taking into consideration their role and skills was also undermining SNE. They often went to schools without facilities for their skills and were drawn from an already marginalised part of education to one that is less marginalised.

### 3.3.6.2 Training and supervision of teachers

Teacher training for primary teachers takes place in Primary Teachers' Colleges (PTCs). The majority of colleges are owned by Government and about ¼ are privately owned, mainly by faith-based NGOs. Several districts share a PTC. Several PTCs are administered and supervised by a Core PTC. A core PTC is Government owned and has tutors who specialize in different aspects of teacher education. They conduct teacher training for teacher who are upgrading while on the job, carry out supervision of teachers in training attached to schools in their jurisdiction and provide support supervision to newly qualified teachers. Although core PTCs role is teacher training and supervision of the newly trained, they influence the quality of education for about 30 schools in their catchment area. Several PTCs are supervised, and provided with technical support from core PTCs. Core PTCs are linked to Ministry of Education for staffing and administration but are technically under the auspices of Kyambogo University. This University supervises all teacher education, sets and conducts examinations and offers the certificate of teacher training starting with Grade III and above. It trains all the diploma SNE teachers and the certificate SNE (only through distance learning for the latter). Most secondary education teachers are graduates with a post graduate training in education. This may be done concurrently with the first degree.

Although the teacher training curriculum included SNE, emphasis was on biological aspects of disability including identification than on classroom dynamics. In addition, the TTC lacked SNE tutors so this aspect was not taught. The TTC had not adequately adjustment to accommodate students with special needs. The support supervision from CCTs to school clusters did not include disability. Although support supervision guidelines that CCTs use include disability, the disability aspect is ignored during supervision. In any case, supervision is thematic and according to the CCT in Bushenyi core PTC, the theme on disability has never risen for him to supervise. The alternative means of supervision that could have made up for weakness in the system; is through the disability council. DPOs were involved in advocacy at school level but the advocacy was limited to increasing enrolment of CWDs but not for quality education. For example they were not involved in advocacy for retaining SNE teachers in school. The parents of CWDs on the management committees are supposed to monitor and advocate for SNE but were weak,



mainly due to low education and they lacked information on inclusive education and were therefore powerless to improve education of their children. The executive director of Rwenzori Association of Children with Disabilities (RAPCD) in Kasese, has not only mobilized parents to take their disabled children to school but sensitised them on demanding for quality educational services. He has lobbied several schools in the municipality to have parents of CWDs on their committees. DPOs had successfully lobbied schools and sensitised parents but had not gone the extra step to monitor the quality of service provided. Monitoring and providing advice is one of the roles of the disability council and they could with orientation provide supplementary supervision to education of YPWDs.

### **3.3.6.3 Text books and equipment**

All schools with units for the disabled lacked Braille equipment, learning aids and sign language dictionaries. Rukoki, a school that taught the blind had only one functioning Braille typewriter. None of the schools had equipment to teach mathematics. One unit in Bushenyi depended on equipment that belonged to a blind teacher who was volunteering at the school. The team was told that the school facility grant was too small to purchase equipment and learning aids for the blind and deaf. Braille paper was not easily available and a few schools had opted to use manila paper which caused frequent breakages of equipment.

Despite the hindrance, the team noted that SNE and ordinary teacher did not make any effort to make learning aids such as maps from seeds and modals that could be made locally and at a very low cost. The resource rooms had maps and diagrams from seeds but these were very old and covered with dust. Even the learning aids for nondisabled pupils were in a state of misuse.

## **3.3.7. Secondary education**

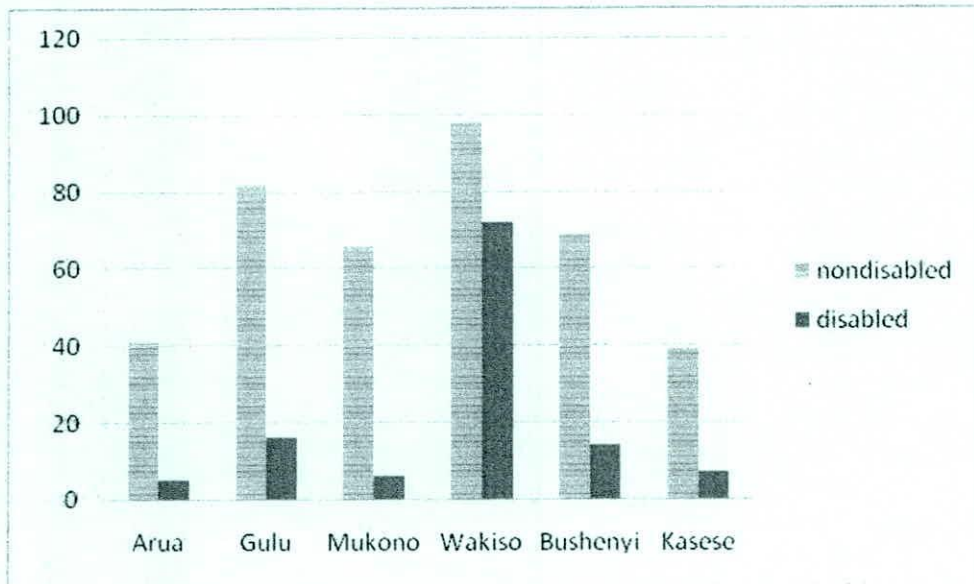
### **3.3.7.1 Secondary Education enrolment by YPWDs**

Approximately 1.1% of secondary school is students with disability. Male: female enrolment was 1:1 for YPWDs. The proportion of YPWDs enrolled in secondary school is of that in primary level. (primary was 2.2). This could mean that disabled children are twice as unlikely to continue to secondary school as the nondisabled. It also disproves a common belief which was summarized by the Commissioner Disability And Elderly Affaires, .. *'once a disabled child weathers the hardships of primary school, they are likely to enroll in secondary school'*. The table v in appendix III shows that the drop out after primary school is higher among the disabled than nondisabled. It could also indicate that YPWDs continue with lower vocational education rather than continuing with secondary school. This is not possible to prove from this survey, but several deaf people continued to vocational schools or dropped out after primary school. There is an overall reduction in the enrolment proportion of girls with disabilities between 2004 and 2008 with the biggest reduction in Bushenyi and Arua. This is in contradiction to development of SNE services. These two districts are among the most progressive with regard to SNE according to qualitative observation and district claims and from the Education statistical abstract. It may be likely that the high evolution of SNE, benefits boys more than girls.

### **3.3.7.2 Drop out between Primary and Secondary Levels**

According to the EMIS, (extract in appendix III table iv) the proportion of YPWDs enrolled in secondary school between 2004 and 2008 reduced by almost half. Bushenyi and Arua had the highest reduction of proportion of YPWDs enrolling in secondary school between 2004 and 2008. Females had a much higher reduction in enrolment than males and especially so in Bushenyi. It could be that districts like Arua and Bushenyi that have higher proportion of primary enrolment, have the greatest reduction in secondary school enrolment. Their efforts regarding education of YPWDs are focused on the primary level. It's important to note that very few pupil who did not continue to secondary school, may have been absorbed by vocational-artisan schools.





*Data source: Uganda Education Statistical Abstract; reports for 2004 and 2008. Calculations of proportions and graph by consultants.*

**Fig 2: Percentage increment in registration from P7 to S1 between 2004/05 and 2007/08 for disabled YPWDs and nondisabled peers.**

The bar chart above shows the percentage increment in enrolment from P7 to S1 between 2004/05 and 2007/08 cohorts. For example in Arua, the enrolment proportion of young people without disabilities progressing to S1 increased by 42% over 3 years. In the same district it was only 5% for YPWDs. Wakiso district has an artificially high increment of proportion of YPWDs between the two cohorts because of Senteme Secondary School which provides secondary education for the deaf for much of the central and western regions of the country. Universal Secondary Education was started in 2007 and it triggered the massive increment of P7 learners without disabilities moving to S1. The advantage of USE in advancing education of Ugandans has had very little effect on learners with disabilities but was of great benefit to learners without disabilities. The biggest variance was in Gulu, Mukono and Bushenyi.

### 3.3.7.3 Reasons for high drop out between primary and secondary levels

The reasons gathered by the survey for the high dropout include the following:

Lack of appropriate secondary schools was a common reason given and especially so for the deaf and blind. For example, the FGDs with deaf pupils in upper classes revealed their hope for secondary was in a few schools that were far from the home district. Those in Kasese and Bushenyi hoped to continue secondary school in Wakiso while those in Gulu and Arua looked to Ngora and Wakiso.

Very few parents can afford fees, transport and boarding for their deaf children studying so far from home. The blind are in similar predicament because they have to travel to Iganga or Madera for secondary school.

Those who do proceed to ordinary secondary schools find difficulties in accessing classrooms and in studying science subjects as in the case study below.



USE secondary schools in Wakiso and Mukono could not enroll deaf and blind students due to lack of trained SNE staff. Secondary teachers are not trained in the pedagogy of YPWDs and the schools lack teacher who know Braille and sign language.

Parents also feel that primary education for YPWDs is adequate for them to cope with life and will not wish to make the investment in secondary school. So disadvantaged are some of the students with disabilities in secondary school that teachers step in to contribute uniform or fees.

### **3.3.8 Extracurricular school activities**

Participation in extracurricular activities was more common among pupils in schools that had special units. The most popular activity in which 42% of the YPWDs participated in was music, dancing and singing followed by debating, then drama and religious meetings. The teachers in schools with units noted that debating and religious clubs were popular for YPWDs because of the limited mobility in carrying out the activities. The blind were especially attracted to debating and the best debater in Uganda for 2010 was a 17 year old blind boy from Nvara Secondary School in Arua district.

### **3.3.9 Gender Issues**

The initial design, of the UPE policy had specific provisions to address gender and other inequities. For example, of the four children per family that was to benefit from UPE, at least two had to be female, if the family had female children. Perhaps because of this provision, the difference in enrolment between males with disabilities and females in primary level, was 1.2 to 1. The enrolment inequality was most pronounced in Arua at 1.3 males to 1 female. The Senior Education Officer of Arua pointed out that "culturally disabled children are considered a curse. In the past disabled children would be taken to the forest and killed. Girls are considered to be of less value than boys so they are doubly disadvantaged and educating them will not be a priority." Due to the double discrimination, it was reported in several interviews in all the districts that girls with disabilities were more likely never to enroll, drop out early and suffer sexual abuse with subsequent pregnancies. The nondisabled youth of Oluko sub-county in Arua, observed that disabled children experience abuse and neglect in general at both family and community levels. They further noted that "There are men who sexually abuse disabled girls in private but are ashamed to associate with them and take responsibility in public and yet the young disabled want to be like other women." This was confirmed by Young girls and women with disabilities in other districts. The deaf in Kasese said the majority of women with disabilities were in secret loose relationships. It was noted in the North that parents also tend to engage girls more intensively in domestic chores, cultivation, baby sitting, and family trade. The double discrimination of young girls and women with disabilities noted in the interviews was not evident in the quantitative findings. According to cross tabulation of gender by schooling, gender by drop out and gender by never attended school,(section 3.3 tables 4, 8,9,11 and 13) there is no evidence of a significant relationship between the variables in question and gender. One suggested reasons for this was the observation by disability activists that disability is so marginalised that gender differences tend to merge. There is need to do further study on this hypothesis. The data from the education abstract revealed a relative reduction in access to education for female YPWDs especially in SNE advantageous districts such as Bushenyi and Arua (discussion under section 3.3.7.1). From the abstract and qualitative information, the overall conclusion is that young girls with disabilities face more hurdles in accessing education than boys. Dropout rates for girls are high and increase as they reach higher levels. Girls' persistence in primary school is less than boys. Girls are 46



percent of first grade classes but only 39 percent of secondary school classes (Fleuret 1992)<sup>17</sup>. Gender differences are still a reality for young girls with disabilities, though the difference is less than expected due to the marginalization faced by both girls and boys with disabilities.

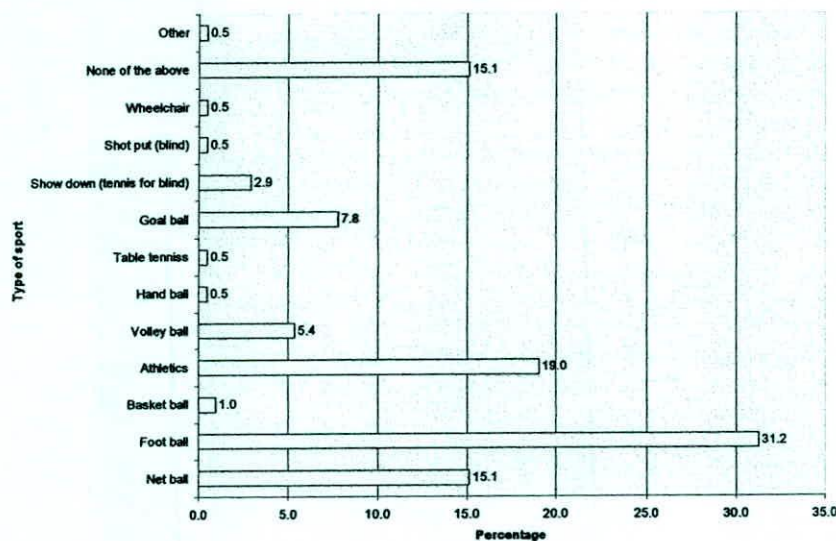
### 3.3.10 Participation in Sports

Of the 168 in-school YPWDs, 148 (88.1%) participate in sports. The disability type that participates most in sports is deaf (100%) (Table ix appendix III). There were no significant gender difference as regards to participation in sports among YPWDs ( $p > 0.05$ ); females were equally likely to participate in sports as males as shown in the table below.

**Table 13 : Participation in sports among in-school YPWDs by gender**

Gender	N	Participate in sports	
		Yes	No
Female	77	83.1	16.9
Male	85	91.8	8.2
X <sup>2</sup> = 2.8, p = 0.095			

The reason given most for not participating in sports is lack of special games for the type of impairment (34.9%), followed by accessibility problems (25.6%). (Bar chart i: Appendix III).



**Figure 3: Type of sport involved in by in-school YPWDs**

<sup>17</sup> [Uganda - Educational System—overview - Schools, Primary, Students, School, Percent, and Level](http://education.stateuniversity.com/pages/1585/Uganda-EDUCATIONAL-SYSTEM-OVERVIEW.html#ixzz0xumpuLO7)  
<http://education.stateuniversity.com/pages/1585/Uganda-EDUCATIONAL-SYSTEM-OVERVIEW.html#ixzz0xumpuLO7>



Football, athletics and netball are the most common sports in Ugandan schools and were the sports most PWDs participated in. The majority of the blind participated in sports although according to qualitative data the opposite was true. Very few blind YPWDs participated in sports and it was only in Gulu and Bushenyi core PTCs where sporting activities for the blind were found. Gulu had various ball games while Bushenyi had only table tennis that had been locally made. The deaf find it easy to join sports with nondisabled persons. The deaf FGD in Kasese informed the survey that they play football with the persons without disabilities about twice a week. Participation in sports is extremely important for YPWDs and because just like other young people, this is where they socialize, learn about fairness, team spirit, how to loose and win and for physical wellbeing. The blind who are less mobile due to the inaccessible environment are require sports more in order to exercise their bodies. Unfortunately few find this opportunity. This is why their pass time is limited to clubs especially debating and religious clubs.

### **3.3.11 Participation by YPWDs in school Community**

Participation is a pointer to integration. Young PWDs participation in school was gauged by their leadership in school and socializing. 31.5 % (n=45) of YPWDs in school were leaders. This was substantiated by the FGDs with YPWDs where at least two from each group held leadership positions in school. The young people with learning disabilities had the least responsibilities, although in Ruhandagazi, they are given responsibilities such collecting books and dusting the board. Most YPWDs played junior leadership roles including classroom monitor and subject monitors. A few were in higher echelons including guild members and head prefects. In the units, nondisabled children said they would vote for CWDs if they stood but few stand for posts. The reasons given by YPWDs for not standing for leadership posts included lack of interest, the post is time consuming and children are difficult to manage.

Another measure for participation is the socializing of YPWDs. All the YPWDs in school both primary and secondary had friends. The friends ranged from three to very many. Although they had been approached by the opposite sex for friendship, most said they have opted to concentrate on their studies. Despite their integration, all the YPWDs interviewed had been teased and laughed at. This occurred more in the primary than in the secondary section. Teasing was deterred in all schools by heavy punishment. One girl with cerebral palsy said she cannot report the teasing because the persecutors would be punished and then they will revenge. In primary schools such as Rukoki in Kasese, some pupils fear teasing CWDs because some of these pupils are renown for being fierce fighters.

### **3.3.12 Provision of school requirements**

For successful education, basic educational provisions must be provided. Some of these contribute directly to learning such as exercise and text books while others make indirect contribution such as meals, transport and school uniforms and for girls, toiletry. Many children in primary school especially those in units lacked basic school requirements including school fees required to run the special units and for boarding facilities. Most of them did not have uniforms, scholastic material books and for some transport to school. A teacher in Ishekye Priamry School, Bushenyi informed the team that, ' Most of the YPWD's in school need support since their parents just drop them at school only to pick them when the term ends. They are neglected .It is the school that looks from other sources in order to cater for such children, and others are taken care of by development partners'. Very often, it is the DPOs, NGOs, individual well wishers especially members of school staff provided basic necessities to YPWDs. This is demonstrated in the case study at the end of this chapter. The dependency on charity places the YPWDs in a



vulnerable position like the 15 year old girl with physical disability in P6 in Ishekye Primary School Kabwohe, Bushenyi. The teacher paying for her fees said she is not able to continue so she may have to drop out yet she was among the best performing pupils. Students with disabilities are doubly disadvantaged because some of their school requirements are not available at district level and are very expensive. Equipment, Braille text books, learning aids for the blind and slow learners are difficult to get because they are very expensive and also not available at district level. In most cases it is DPOs that lobby for Braille machines which they then donate to the schools.

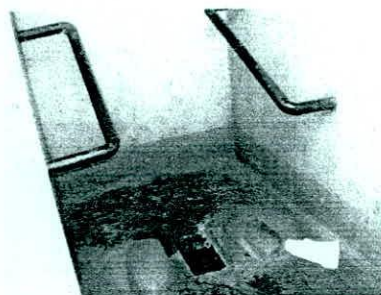
### 3.3.13 Accessibility infrastructure

All school visited except for Ruhandagazi PS were physically inaccessible. For most schools accessibility was limited to ramps. Most of the ramps had their base worn out creating an artificial step to the ramp. Latrines for CWDs were reserved for staff and in any case were inaccessible. Nyakasanga PS in Kasese, an ordinary school that had mainstreamed CWDs had a latrine with supporting bars on the walls but the walls were about 2 metres apart, making it impossible to use the bars even by a tall person. The school had a pupil who used a wheelchair who was assisted to the grass behind the latrine by the sibling. This child also had to be lifted by classmates into class.

The district education officers claimed that the engineering department had guidelines from MOES that described construction of accessible schools. One of the criteria for selection of firms to construct schools is the provision of an accessible latrine. There is a communication gap between the firms constructing the schools and the district engineer because few new schools have accessible latrines. The DPOs lobby school management for accessible latrines but do not have designs to show how accessibility can be achieved. These designs are with Uganda National Association for Physical Disabilities (UNAPD). For example when the DPOs in Kasese lobbied St. Charles vocational Secondary School for an accessible latrine, they did not have specification to show the school administration (this was a private school) so the only accessible feature on the latrines is ramp.



Ramps in a primary school.



An accessible latrine for young people with mild physical disability but made inaccessible by poor hygiene because it was used by all pupils; disabled and those without disabilities.

### 3.3.14 School Health Programme and Rehabilitation

School health is essential for maintaining a healthy high density population. Primary school health is an especially important component of community health because the school population can harbour and transmit disease but can also be a source of information for the community and contribute to herd immunity. For children and youth with disability, school health is important for early identification of disability or of disabling disease and can be a conduit for rehabilitation



services. The team of consultants found several children with low vision who had never been assessed. Fortunately, all the children in special units who had visual impairment had received some assessment. The deaf children had also received an assessment. Most of the children with physical disabilities had been assessed by a health worker although for many with mild disability no definitive treatment was given.

Hospitals and health centres did not include rehabilitation in the school health programme with the exception of visual screening. Each district visited had specialized therapists and clinical officers for rehabilitative screening and treatment but lacked funds to seek YPWDs and provide the required services. It was therefore left to parents to seek for rehabilitative health care and for many, transport to hospital was prohibitive. For example several children were seen with physical disabilities that could have improved their quality of life with elbow crutches or raised shoe. 46.2% (n=108) of the Youth with physical disability required an assistive device but did not have one. Among them were YPWDs with worn out crutches, crutches they had outgrown and old wheelchairs. Using old assistive devices and those that YPWDs had out grown is dangerous because it can lead to secondary disability and also to accidents. A 16 year old girl in S2, who was very active and popular in school, was developing scoliosis and a tilted pelvis because of wearing ordinary shoes with a short limb. A raised shoe could have prevented the secondary disability and she should have been identified by a functioning school health system.

The survey found that 31 out of the 63 (49.2%) of Youth with epilepsy in school who required daily medication had taken the medicine on the day of the interview. Of the six districts, Gulu had the lowest access to antiepileptic medicine. In Ongako, Gulu both the disabled and nondisabled had high incidence of epilepsy. The community leaders thought it was because most deliver the babies at home. It may also be linked to the epilepsy syndrome known as 'nodding disease' which is prevalent in areas with high prevalence of river blindness. The community leaders further reported that most persons with epilepsy were not on medication and some had fallen in fire and others were becoming slow learners. Epilepsy was also prevalent in Mukono and yet antiepileptic drugs were not prioritized by the health centres. Some families travelled to Cure hospital in Mbale for medicine. This shows a gross lack of information since Mukono and its neighbouring districts (Kayunga and Jinja) have epilepsy services.

Children with epilepsy and with sickle cells could also potentially receive their medication through the school health programme but even more importantly, the teachers could be taught to identify CWDs, provide first aid to those with fits and refer appropriately. All the teachers who received training in SNE that was organized by the higher Government in Bushenyi had been taught to identify disability and to manage a fit.

The Ministry of Health Headquarters addresses disability by including rehabilitation in the basic services. The ministry together with NGOs provides screening for visual impairment, treatment to prevent deafness and therapies and devices for physical disability. It also promotes community mental health. The provisions at National level have not yet filtered through to all frontline health facilities and especially to the school health programme.

### **3.3.15 Probation Services**

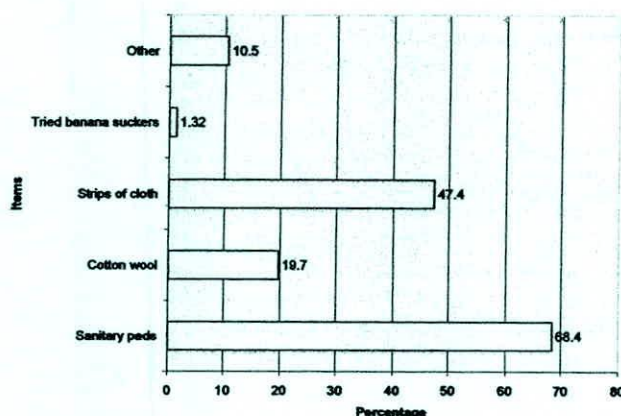
The research team met children with disabilities and some who had developed mental illness due to child abuse. In Nyakasanga primary school in Kasese, all the mentally ill who joined in the FGD had suffered abuse meted out by parents and guardians some due to alcohol abuse. Two girls of about 16 and 14 years with physical disabilities also lived with abusive parents and police had been called in by the local councilors. One child in Bushenyi lived with a cruel stepmother



and the father was in prison while another had an abusive father and was in danger of incest. The abuse consisted of physical, verbal and emotional abuse. For most of the cases, the teacher or LCs were aware but little action had been taken. In a study by, a similar response was found where sexual abuse and rape of WWDs was taken lightly by the community<sup>15</sup>. YPWDs and especially girls are vulnerable to abuse by their carers. In Itendero, Bushenyi district, the CDO told the team about a young girls who was a slow learner who remained at home to keep the house. She was raped and became pregnant. Young girls who are kept at home as ‘padlocks’ are vulnerable to abuse. They need to be protected at family, school and community level by teachers, CDOs, probation officers. DPOs should be a firm voice on their behalf not only for protection but also for access to justice.

### 3.3.16 Reproductive Health Awareness and Practice

Part of the school health programme includes teaching pupils about life skills and sexuality. Most senior teacher said they teach the older girls from P5 to P7. In secondary school, this informal non-class education is provided to younger girls. Most schools genuinely carried out this education although for both disabled and nondisabled girls, their source of information regarding reproduction was from their mothers or aunts. The teachers added little new information. According to quantitative information, 46% of female YPWDs knew at least two methods of family planning and 49% knew at least two methods of transmission of HIV as shown in table vi appendix III. With the exception of Kasese, it is surprising to note that Wakiso and Mukono had the least knowledge about Family planning and HIV transmission especially as they are highly urbanized and advantaged districts. Young slow learners seem to be neglected in life skills education or the information given to them is not accessible as exemplified by a blind girl who had never been informed about monthly periods soiled her clothes causing other children to laugh at her. She does not want to go to school because of this. This girl and others like her are likely to go drop out of school.



**Fig 4: The items used by Girls with disabilities during menstruation**

The most common method used by girls with disabilities was sanitary pads followed by strips of cloth. For most of the girls with disabilities, parents or older sisters provided the items that were used. None of them received the sanitary material from school although some school administrators claimed to provide sanitary towels.

The informal education by the senior woman and senior master are usually in an informal setting with different schools using different approaches ranging from talking to all the children in a hall to discussing the issues with groups of 8-10. The latter was more effective. The girls in P5 to P7 in St. Mary’s Primary School were taught about their changing bodies and menstruation by the



senior woman teacher who called them in groups of 8 every Friday afternoon. Many of the girls had met her more than once. The girls were not as shy as other girls and were confident in discussing this topic. The deaf were taught by the teacher for the deaf. On the whole the girls received more attention on this issue than the boys. One deaf boy did not even wish to discuss the topic since he was a virgin. Unfortunately most of the discussion about life skills is theoretical without tactile demonstration so the blind are left out. For example there is no tactile demonstration for the blind to learn about sanitary towels and how to wear them. They are not informed in an accessible way about men, sex and how to protect themselves.

Despite the education on HIV and pregnancy prevention, there may persist a notion among school administration that YPWDs are sexually inert. The disabled children in Rukoki PS in Kasese, a primary school with a special unit slept in one dormitory with the girls and boys separated by a wall. The doors linking the dormitories had broken locks. Although the school administration was confident that there was no sexual activity between the two sexes, it was risky especially since both girls and boys with disabilities start school late and are older teenager by the time they are P6 and P7.

### **3.3.17 Case study**

#### **Case Studies Asfa**

Asfa is an 18 year old girl in S2 Asamu Model School, in Kasese a USE school. She has cerebral palsy with difficulty in walking and controlling her hands. One side is more affected than the other and she has an atypical club foot. Asfa walks five km to school and is often late to school. She comes from a very poor family who cannot afford to pay her fees, buy scholastic material and buy her a uniform. She does not eat lunch because she cannot afford it. Her mother encouraged her to leave school, however, Asfa has persisted because she wants a better life as a teacher. The school bursar bought her a uniform and some children help her with scholastic material. The bursar is tired and frustrated with sending her home for fees. The team was fortunate to find her in school. Asfa is the only student who comes to school barefoot. She is good at debating and is a member of the debating club committee. Her classmates said they would have voted her class captain but she did not stand for the post. Although she is sometimes teased or laughed at, she ignores the bad boys. Some boys have been punished for teasing her. According to her classmates, Asfa is very bright but her handwriting lets her down. She writes slowly and because of the trembling few teachers can read what she writes. She cannot measure things in science so her friends do it for her. Asfa does not recall being seen by a doctor. Some men outside school and boys in school have approached her for friendship but she ignores them because she wants to concentrate on her studies.

### **3.3.19 Tertiary Education:**

In this survey, tertiary education includes higher vocational schools, commercial schools, teacher training colleges and universities. Interviews with students, the officers responsible for PWDs in Deans' offices and the Director of Admission in Mukono, revealed a wide difference in practice regarding inclusive education.

### **3.3.20 Universities**

The public universities admit three categories of students with disabilities: Those on government sponsorship, on affirmative action and the Self sponsored. The maximum number of admission of students with disabilities in each public universities is on the affirmative action is 64 students.



Although there is no clear comprehensive policy on students with disability, several practices have been adopted which benefit students admitted on merit and on affirmative action. These include:

- Financial assistance –This includes allowances for acquisition of equipment and materials for academic purposes such as Braille equipment, Braille paper, tape recorders, wheelchairs and other assistive devices.
- PWD students on affirmative action or merit scheme admissions are entitled to personal student allowances
- PWD students are given guides/interpreter allowance especially the blind, deaf and physically disabled students.
- Accommodation and meals are provided to students with disabilities on affirmative action and merit schemes and their personal assistances/guides.
- All new buildings must be use friendly and should have lifts and special access areas to the buildings for students with disabilities.

Apart from physical accessibility of new buildings, students with disabilities who are not on Government sponsorship cater for their own guides, interpreters and assistive devices.

A major challenge facing students with disabilities is the allowances are too low to cater for guides and to provide for expensive assistive devices. They need to be revised to match with the current cost of living.

Private Universities do not have the special provision those students with disabilities receive in public universities.

For example, although admission forms for Uganda Christian University (UCU) Mukono have section for applicants with disabilities to provide information on their disability, the information is not used and no data is available on numbers and types disabilities. From casual observation, the university had about 10 students with disabilities out of a total of 1500 day students. Private universities have no policies or special provisions or facilities for the disabled. They also do not have accessible facilities.

Apart from the university councils, student bodies were noted to play an important role in promoting the participation of students with disabilities in campus affairs. For example a former member of the guild<sup>18</sup> for Kyambogo had included the disabled among peer trainers for the HIV prevention programme. This is now established in the programme's guidelines. The public universities also have a slot for representative of PWDs on the guild.

### **3.3.21 Other tertiary colleges**

Teacher training colleges, commercial colleges, health workers' schools and vocational training institutions whether Government or private, were not as accommodative of disability as public universities. Even the TTCs that had CCT did not have accessible latrines and the blind and deaf students were not provided with equipment of interpretation. Students with disabilities depended on fellow students for assistance and on NGOs for equipment. With this NGO support the TTC in Bushenyi had Braille equipment (but not for mathematics) and the tutors had constructed a table tennis table for the blind. Although the National Curriculum Development Centre had included SNE in the curriculum of Primary Teacher Training Colleges, as mentioned earlier this was not taught. The difficulties of teaching mathematics in primary and secondary level for the blind resulted in extremely few blind persons being accepted to TTC even when they had performed very well in other subjects. The MOES waived the requirement to pass mathematics only for the blind and this has resulted in increase in enrolment of the blind in TTCs.

The vocational training centres visited did not have disabled students but reported that they could make adjustments if supported to make their colleges friendly. For example the trainer in electrical who was also acting director in St. Joseph's Bwera Vocational School said that, 'if taught their language, they (the deaf) could do courses such as carpentry, mechanics, wiring, telephone

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<sup>18</sup> An elected University student ruling body



repair and computers.’ This is the very wish of many deaf male youth since they see little future in progressing with education and on other jobs other than vocational.

In larger Government institutions, PWDs were enrolled in accordance with the BTVET Act part I section 1 sub section I that provided room for considering PWDs while at the selection exercises which are conducted once a year after release of O level results. Extremely few PWDs are enrolled and these are mainly with physical disabilities followed by those with hearing impairment. Most of the courses offered are practical and require vision and good cognition so the blind and mentally disabled are excluded. Of the students with disabilities who enroll for vocational training, 85% take carpentry and joinery, followed by 10% tailoring and garment cutting, while 5% do electric installation. The institutes lack skilled human resource to address the deaf and other disabilities and this limits enrolment of YPWDs. The students with disabilities perform well. Those on Government scholarship tend to complete their courses but those in private institutions drop out because of poverty at family level.

Although the deaf and those with physical disabilities have greater access they face many challenges. The institutions are not physically accessible. A workshop may have access with a ramp but the machinery is too high for a wheelchair user. A YPWD dropped out of Lugogo Vocational Institute because some of the workshops were upstairs and there was no lift. The deaf struggle though out the course because of no interpreters. Kyambogo University and UNEB have worked together to provide interpretation for the deaf in their final examinations.

The vocational training institutions do not cater for neither are they aware that the blind could do some of the courses such as carpentry. There are no carpentry tables with tactile notches nor brailled tape measures. Even if these were available, the lack of basic mathematics in primary and secondary school limits opportunities for the blind.

These limitations make vocational training a place reserved for only a fortunate few YPWDs with mild physical disabilities and deaf.

### **3.3.22 Non -formal Education**

#### **3.3.22.1 Participation in Functional Adult literacy**

Functional Adult Literacy is one of the Government programmes to fight poverty and promote literacy among those who missed or dropped out from formal education. It is a community-based programme which focuses on numeracy and literacy. The programme strategy is based on an approach called ‘useful learning’ where learning to read and write based on everyday livelihood practices. For example cattle-keeping communities will learn about productive herding while agriculturalists will learn improved farming practices. Issues such as health care, HIV & AIDS and record keeping are cross-cutting. This is one of the programmes available at the community that have been made available to PWDs. The FAL guidelines provide for special attention to women and PWDs as marginalised people. About 80%<sup>19</sup> of FAL classes is women.

From the KIIs with the FAL instructors more women than men attend FAL classes. The FAL programme is however, not as strong as it was five years ago. The learners are few and during harvest or planting season, classes may fail to run. Learners with disability range between 2% to 8 %. For example in Mukono out of a class of 25, 2 were PWDs and one dropped out due to

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<sup>19</sup> FAO (International Fund for Agricultural Development); Uganda - Empowerment of Rural Women Through Functional Adult Literacy; 2000 <http://www.ifad.org/gender/learning/sector/extension/52.htm>



mental illness. They were however not youth. All the FAL instructors interviewed reported that many disabled learners had dropped out of FAL classes. A recent study by NUWODU substantiated these findings where learners with disability in FAL had reduced from 5% to 1.5% over five years. One of the Mukono FAL instructors said, 'Very few YPWDs participate in FAL classes. They feel, that FAL will not improve their already bad situation. Others dropped out of school when they were literate and therefore do not expect to benefit from FAL classes'.

Other reasons for low attendance by PWDs was lack of assistance to reach classes and lack of teachers for the blind and deaf. The MGLSD had provided slates, paper and styli to all districts (before the 2010 sub-divisions that created new districts) to enable the blind benefit from FAL. Although allowances were paid to Braille instructors, very few blind people benefited from this support because Braille instructors are extremely few in the districts and are usually urban based near a primary school where they teach. Some districts do not have any one who knows Braille. A positive experience was found in Ongako, Gulu where the blind were taught in a group for the blind. This helped the PWDs gain confidence in addition to literacy. The group eventually started an income generating project.

On the whole, FAL has therefore not benefited YPWDs and its potential seems to have reduced overtime due to reasons beyond the scope of this report.

#### **3.3.22.2 Participation in Informal Apprenticeship training**

Informal apprenticeship training was available in the community but was not used for skills development of YPWDs. The main reason is that YPWDs had never considered it as an opportunity for training. Those who had considered it, lacked the required fees and training material.

#### **3.3.23 Challenges Facing Education of YPWDs**

Most of these challenges have been discussed in earlier sections of the report but have been listed here for comprehensiveness. The challenges include but are not limited to:

- No sign language interpretation is provided in upper primary classes and in ordinary secondary school. The assumption is that the student can now read sufficiently to follow the information that has been written.
- Severe shortage of SNE teachers in the districts. The DEO of Bushenyi said each school needs an SNE teacher while units required at least four. Currently there are only about 30 in the district.
- Transfer of SNE teachers from schools with special units leaves gaps in the schools. The transfer does not take into consideration the services the SNE teacher was providing nor did the skills set that they have which may be wasted in the new position.
- On the other hand, teachers with skills with special needs wish to move ahead professionally and this is not provided for in the public and district service hierarchy. They, therefore, use their qualification in SNE for promotion usually to administrative positions within the education sector.
- SNE teachers especially those teaching the deaf and blind are expected to make their contribution as ordinary teachers. Assigning them to their special roles is often seen as a waste of teacher time. This has led to some head teachers requesting for SNE teachers to



be assigned to schools external to teacher ceiling of the school. An SNE teacher posted to the school within the ceiling is perceived as a wasted opportunity for the school.

- Lack of teaching material and equipment and soft ware. There was a general shortage of Braille equipment. Rukoki PS with a unit for the deaf and for the blind had only one Braille machine shared by two students. No equipment for low vision was seen by the team. Persons with low vision in units learnt Braille. Lack of Braille paper which was replaced by manila paper. The manila paper is breaking Braille machines.
- The SNE teachers could not practice their skills fully due to lack of material and initiative. None of the resource centres had simple low cost appropriate learning aids such as maps from seeds or models. A few had material that was extremely old and obviously not in use.
- Monitoring of SNE was weak, mainly because there was no specific person at the district assigned this responsibility. Bushenyi district had a Dutch SNE volunteer who was on contract for four years and did a tremendous job in establishing and monitoring SNE in the district. The CCT are not conversant with SNE and therefore do not follow up or provide support for this area in school. Although the Directorate of Education Standards has guidelines that include disability, they are not used to monitor education of children and youth with disabilities.
- DPOs have advocated and sensitised the community to send CWDs to school. They, however, lack the expertise to monitor/advocate on the quality of service provided. The sub county and district councils are in a similar predicament. There are no simple non professional guidelines for organisations such as the disability councils and councilors to monitor SNE. Infact the survey did not find guidelines and standards at national and district level to direct service development and provision.
- There is no specific budget line for funding SNE at central, district and school level. Head teachers and school committees prefer to spend the school grant on scholastic material and activities that will improve the academic performance of the school. In any case the head teachers and DEOs felt the needs of pupils with disabilities are very expensive and cannot be purchased by the school or district but by central government. They should be purchased by the centre (MOES) or by NGOs.
- The school health service did not reach pupils with disability. Those who received medical services accessed them through their homes. There was shortage of drugs for children with epilepsy and for those with sickle cell disease. No screening or rehabilitation services were provided to pupils with disabilities.
- Schools are not easily accessible due to difficult terrain and distances from home. This challenge was of great importance in the mountainous sections of Kasese district.
- Mobility going to school in rain on bad road for a long distance even the persons to carry you. No one free to carry you to school. Inaccessible mobility roots.
- YPWDs are not interested in or participating in FAL opportunities.



- Private Universities are not providing for the special needs of students with disabilities. The financial support for equalisation of the environment in Government universities have been overtaken by inflation.
- Blind and those with cognitive disabilities have less access to vocational training
- Teacher training does not take into consideration disabled students and the SNE component of the curriculum is not taught.

### **3.3.24 Examples of Good Practice that the project could promote**

Kasese higher Government provided two scholarships annually that cover four years of secondary education to pupils with disabilities who pass in grade I & II. Unfortunately this opportunity is forgone due to poor performance of YPWDs in Primary Living Examination. In Rhino camp, Arua district there are rewards for the best two students and there is affirmative action to benefit YPWDs.

Bushenyi district had a special unit in each county that had boarding facilities.

St. Mary's PS, Bushenyi PTA decided to exempt CWDs from paying for boarding facilities. This enabled children from poor and distant families to attend the school since it is a UPE school.

Mukono district had a mayor's vote that was spent on education. Priority was given to CWDs.

The Functional Adult literacy (FAL) programme in Ongako, Gulu helped PWD form groups and learn to read, write and promote their wellbeing. It has given the PWD a lot of hope and assurance that they can do many things together. It has changed the lives of the disabled who used to hide themselves.

### **3.3.25 Conclusion on Education of YPWDs**

Opportunities have increased since 1997 for formal education of YPWDs both at primary level and in Government Universities. This is when it was categorically stated that UPE was to benefit CWDs and later a platform for university entry was provided. The challenges that affect the enrolment of nondisabled students in school have greater impact on YPWDs and especially on the disabled girlchild. YPWDs therefore have had greater drop out than the non disabled and those who remain in school face many hurdles. The quality of education for children and youth with sensory disability and for slow learners is poor. Extremely few YPWDs access secondary and vocational training. Very few use opportunities such as FAL and community based apprenticeship training. Underlying all the above is an environment of good policies and legislation which have failed to translate into reality for YPWDs. The SNE policy in the offing may be the key that eventually opens the door to greater opportunity and quality education for children and youth with disability.



### 3.3.26 Baseline indicators on education

The proportion of enrolment of CWDs in primary school to those without disability is 2.2%(2008)

The proportion of enrolment of YPWDs in secondary school to those without disability is 1.1%(2008)

The ratio of male to female is 1.2 : 1 at primary level

The ratio of male to female is 1: 1 at secondary

By primary seven, 4/5 YPWDs had dropped out of school

Age range 15-19 is the critical age when drop out occurs most

The physically disabled are the most likely to enroll in school and the most likely to drop out.

The blind tend to complete primary education once they get into school

The deaf are least likely to continue to secondary school

Gender did not influence enrolment, the class dropped out and drop out from school of YPWDs

Proportion of enrolment of CWDs in schools with units was 5-10%

Mathematics is not taught to the blind

No school had the required Braille equipment especially the tools for learning mathematics

No TTC in the study taught SNE

No supervision of education of CWDs & of YPWDs.

Only two institutes (core PTC in Gulu and Bushenyi) had one game each for the blind.

Teachers with sign language per deaf learners ranged between 1:4 (Rukoki) to 1:8(St Mary's). The deaf pupils were indifferent classes so the reality was less than 2 hours with pupils per day in St. Mary's and less than 1 hour in upper classes in Rukoki.

None of the secondary schools visited had sign language interpretation

1/3 of YPWDs in school held leadership positions

75% of the out-of school YPWD aged 13 – 18 dropped out of school while the remaining 25% had never attended school.

41.2% of the all YPWDs interviewed are out-of-school (n = 124). Of these, 1/3 were 13-18 years



## **3.4 EMPLOYMENT OF YOUNG PEOPLE WITH DISABILITIES**

### **3.4.1 Introduction**

By participating in employment, young persons with disabilities are able to achieve independent living through earning a livelihood that enables them meet or contribute to their own and household's basic subsistence requirements (food, clothing, shelter) and social needs e.g. education and medical expenses. Participation in employment allows YPWD to be useful and productive, contributing to national development. When YPWDs apply their skills in employment, they are able to realize their potentials. Participation in employment is thus an economic and social aspiration as it enables an adult individual become independent, move out of poverty, able to make economic and social choices, and live in dignity.

This section reports on the findings based on quantitative and qualitative data on level of participation of young persons in employment in the 6 districts of the baseline survey, the factors responsible for it, opportunities and challenges of participation of YPWD in employment, for the purpose of providing the ODW programme with baseline data for the planned interventions on promoting employment of YPWDs.

### **3.4.2 Policy framework for participation of YPWD in employment**

The promotion and protection of the rights of YPWD to participate in employment has received attention by government and non-governmental actors guided by national and international legal and policy provisions such as the Constitution of Uganda 1995<sup>20</sup>, the Employment Act 2006<sup>21</sup> the Disability Act<sup>22</sup> and the National Policy on Disability<sup>23</sup> to mention a few. Disability issues have gained prominence nationally and sub-nationally and special attention is being given to addressing historical marginalization of PWDs including in the area of employment. The emergence of DPOs and their activities have also greatly contributed to this.

### **3.4.3 Efforts to promote participation of YPWD in employment**

Government's efforts to ensure YPWD enjoy rights, opportunities and access to work and dignified livelihood fall under two categories: those that target the general population and those specific to PWDs. The discussion below covers both categories with a focus on interventions that specifically target PWDs. They include:

- Promoting the participation of YPWD in education
- Vocational Training

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<sup>20</sup> Constitution of the Republic of Uganda 1995, XIV. (b) states that the State shall endeavour to fulfill the fundamental rights of all Ugandans, and shall, in particular ensure all Ugandans enjoy rights and opportunities and access to work.

<sup>21</sup> Employment Act 2006, Sections 6 (3), 22 (c) and 34

<sup>22</sup> Persons with Disabilities Act 2006, Section 11

<sup>23</sup> National Policy on Disability in Uganda, Section 4.3



- Community Based Rehabilitation Programme
- Special Grant from Ministry of Gender, Labour and Social Development
- Government development programmes
- Policy of equal opportunities for PWDs in employment
- Tax incentives

#### **3.4.3.1 Promoting the participation of YPWD in education**

Government's goal for promoting the participation of YPWD in education is to increase the number of YPWDs acquiring basic numeracy, literacy and life skills so that YPWDs are able to progress to higher education levels or access vocational/ technical training opportunities so as to possess the skills set or educational qualifications to make them competitive in the labour market. This effort and the outcomes have been analysed in the section on education.

#### **3.4.3.2 Vocational Training**

##### **Training offered**

The Ministry of Gender, Labour and Social Development has been implementing vocational training to equip PWDs with vocational skills that can enable them access employment or for self-employment. There are 7 Rehabilitation centres, of which 6 are functioning, and 2 sheltered workshops (see appendix III table viii) where PWDs are being trained in the following:

- i Carpentry and joinery
- ii tailoring
- iii leatherwork
- iv metal fabrication
- v agriculture
- vi information technology
- vii cosmetology
- viii it is planned to introduce food science and technology in line with government's policy of value addition
- ix skills for the blind in mobility rehabilitation for example at Salaama in Mukono where they learn agriculture.

##### **Target Group**

Most Vocational Rehabilitation Centres admit all types of disabilities except for PWDs with mental illness and slow learners. Lweza in Wakiso is the only centre that admits mild slow learners who can live independently of their families who are taught farming. Some of the centres accept a specific disability type for example Salaama admits only the blind. This is because of the specialized instructors who have been trained to work with a category of disability.

The centres admit PWDs from 17 to 45 years. The average age of participants ranges between 18 to 30 years, thus catering for the survey target group of 13 to 25. They start with the 17 year old PWDs because 18 years is the legal minimum age for employment and the training is one to two years. Thus by the end of the course the YPWDs can be employed.



As far as gender is concerned, efforts are made to ensure balance, however, the males are usually more with a ratio of 2:1.

### **Recruitment Process**

Course participants are usually referred to the centres by NGOs, churches, DPOs and CDOs. Although the vocational training centres are regionally placed, they cater for districts beyond their region. For example Lweza receives trainees from as far as Nakasongola. Salaama's catchment is the whole country. The centres are usually full and with waiting lists. Entry requirement is being able to read and write English or the local language.

### **Training Fees**

The centres are fully catered for by Government through the Ministry of Gender, Labour and Social Development. The trainees do not pay fees but have to cater for personal requirements.

### **Training**

The training is an intense and practical one year programme. It is conducted in English sometimes mixed with the local language. Because of the low education levels of the students, emphasis is on practice rather than the theory behind the practice. Slow learners are taught at their own pace and may stay longer than the standard time for a particular course. The participants get knowledge that they can build on. For example, they can build on the knowledge of carpentry to make the items that have market back at home e.g. doors, door frames, beds. Communication with trainees has been made as accommodative of their background as possible. Some of the staff in each centre know sign language and trainees learn this for the first time. Instruction is in Swahili, English and the local language.

Before embarking on a course, the trainees undergo a medical examination which provides information for course placement. Usually the blind prefer to study leather works; the deaf tailoring, carpentry and handcraft; the physically disabled handcraft and tailoring and slow learners farming and follow the other categories. Female participants do not want to do what they consider are men's jobs e.g. shoe making, carpentry. They prefer tailoring, handcrafts, sitting courses. Training in farming at Lweza is mandatory for all trainees.

Those who enter the centres when they have completed S4, are referred to Trade Testing Directorate of Industrial Training and some have continued to polytechnic schools to get UNEB certification.

### **Dropout**

There is little dropping out of the courses and if it does happen it is linked to illness.

### **Physical Accessibility**

This has been ensured and although the ramps are steep, a wheel chair user can access all the facilities at Lweza. Other centres are less accessible for example Kireka due to erosion that has put a step on the ramps.

### **Assessment and Qualification**

Weekly and end of the year assessments are carried out so pupils live after being helped in all weak areas. The trainees are assessed internally by the vocational training centre and are given a certificate of attendance. Because of the very low level of education, some are taught numeracy while at the centre. This is a challenge because there is no organisation that accredits vocational training centres of this nature. As a result, the certificates are not recognised by all potential employers. It is for this very reason that the centres remained under MGLSD when all training institutions were transferred to MOES. Currently for MOES to recognise the certificate they will require S4 entry into the programme yet the centres were established to cater for PWDs who



have very low basic education. Discussions are underway for the trainees to sit internal examinations and external examinations possibly by UNEB. In the meantime, Nakawa Industrial Training Centre has agreed to trade test, a step towards recognition of the award. The Ministry is following this up so that those who perform well get a recognized certificate.

### **Post training placement and employment**

Although no systematic followup has been done, most of the former trainees are self employed, some in the trade they learnt and others in small businesses. A few are employed by factories. After the training, it is the responsibility of the DROs and CDOs and the NGOs who referred the PWDs to follow-up to see if the person is in employment. The deafblind are the most difficult to resettle. Many years ago a resettlement package composed of tools were given to the trainee as they left the centre. According to the manager of Lweza centre, this stopped when government priorities changed. He recommended a larger research to find out the outcome of the training especially in regard to livelihood of former trainees.

### **Challenges**

Problems that the vocational centres are facing

- i Financial
  - And so stopped giving resettlement kits
  - The training materials are not adequate
  - Remuneration of the instructors is low: Instructors consider themselves to be technical people. The money they are paid does not match their skills and this has caused some to disappear. They increased the level of instructors to that of diploma holder so that they are paid more.
- ii Marketability of the skills:
  - Some of the skills are still marketable e.g. carpentry, welding and fabrication. The problem is with the handcraft training which does not match the current demand. For example, there is demand for bead making, necklaces, paper bags (because of buveeras) but the centres are still weaving.
  - There is need to introduce computer training
  - Need to widen the spectrum of the training to match the job market.

A major challenge that YPWD face after receiving the vocational training is the high level of unemployment among youth with whom they compete for jobs. Most of the youth coming out of school have competitive skills. As mentioned by an employer in Mukono, employers will not take PWDs simply because of affirmative action if they are able to employ someone else who is better and faster. However, PWDs have proved to be reliable when they do get employment.

The vocational training centres remain an important skills development avenue for YPWDs because they accept trainees with very low and in some place no education. Another advantage is they are fully supported by Government so the common challenge of lack of school fees does not arise. They, however, need revamping both technically and administratively and there is also need for streamlining accreditation from these institutions with the BTVET arrangement.

#### **Case study: Kireka Vocational Training Centre**

- **Age of participants:** Starting from 16 years to 45 years.
- **Number in an intake:** Usually 47
- **The number in the age bracket of below 25 (YPWDs) and above 25 is about equal**
- **Recruitment:** The centre collaborates with districts (CDOs) who know their grassroots PWDs. There was no training going on as it was recruitment period for the next intake. The centre is intended for poor PWDs – those who are not poor can access other means of education. That is why recruitment is through the CDOs who know the most disadvantaged people.



- **Gender balance:** The number of male and female participant is balanced.
- **Courses:** cosmetology, carpentry, tailoring and a bit of handcraft for slow learners who cannot do other courses.
- The centre used to offer engineering, leatherwork, umbrella making and screen making but have temporarily stopped. There are plans to resume these courses.
- **Disability types participating in the courses:** Physically handicapped and deaf. They have no facilities for the blind. There is a semi-autonomous training facility for the blind in the same compound.
- **Accessibility within the premises** is a problem: The compound has been eroded by the rain so the surface is very uneven making accessibility around the centre difficult for physically disabled.
- It is a boarding institution.
- The facilities are dilapidated – old building.
- It is government sponsored
- One of the participants who came into the room was a female with severe physical disability (crawling) and also spiral problem that affected the eyes – she was in her late 20s but looked half the age. She is studying tailoring.

### **3.4.3.3 Community Based Rehabilitation Programme**

The vocational centres in themselves, cannot meet the needs of all PWDs so Government through Ministry of Gender, Labour and Social Development has introduced the Community Based Rehabilitation (CBR) programme where PWDs receive rehabilitation services in their communities. The aim of the programme is to enhance the participation and productivity of PWDs in their community. Under the programme Community Based Services (CBS) staff and volunteers at the district and sub-county have been oriented in CBR to equip them with knowledge and skills to plan and support activities addressing disability issues at the community level. The staff and volunteers carry out sensitization of parents, community members, political and civic leaders about disability issues so that they adopt a positive attitude to disability and carry out home-based activities that encourage the participation of PWDs in development activities. The CBR programme promotes development programmes that provide employment opportunities for PWDs within the community. Local employers are also encouraged to employ people with disabilities. The CBR programme initiated by MGLSD is being implemented in Mukono, Wakiso, Bushenyi, Busia, Tororo and Kayunga Districts. Several other districts with support from various NGOs are implementing smaller projects that focus on different facets of CBR. The CBR programme in Tororo had a youth empowerment project that included improved livelihoods for YPWDs. The CBR project for the blind and implemented by UNAB also targeted improved livelihoods and one of their success stories was a YPWD who was successfully zero-grazing a cow. The strength of the government promoted programme is its ability to easily link with other 'wealth creation' programmes that will be of benefit to the 'Youth Empowerment Project.'

### **3.4.3.4 Special Grant from Ministry of Gender, Labour and Social Development**

**Purpose of the grant**



Ministry of Gender, Labour and Social Development (MGLSD) established a special grant to address the twin problem of unemployment and poverty faced by PWDs. The objective of the fund is two-fold:

- i. Promotion of income generating activities (IGAs) through aiding PWDs to establish IGAs
- ii. Increasing employment opportunities for PWDs through the promotion of IGAs.

The grant assists PWDs to kick start IGAs. Without such support PWDs are unable to initiate IGAs as they do not have the required inputs, particularly funds. Employment and income generating activities to be supported by the grant among others include:<sup>24</sup>

- Agricultural production (animal and crop)
- Agro-processing
- Trade (selling and buying commodities/ services)
- Micro-credit savings and loans association (VSLA)
- Micro and small scale industries
- Any other viable income generating initiatives

By supporting income generating activities in the above areas, the grant is encouraging PWDs to expand the areas of economic activities that they are involved in, thus improving their options of sources of incomes. However, the areas are highly competitive and therefore the PWD groups need to have access to support services to improve their productivity (volume and quality), business efficiency and access to markets if they are able to have successful IGAs.

#### **Disbursement to districts**

The Ministry awards a maximum of Ugshs thirty million (30,000,000) (us\$15,000) for each district for this Special Grants for PWDs programme. Initially the programme was rolled out in 48 districts (FY 2009/10) but in the current financial year (2010/2011) it is planned to roll it out nationwide. According to the Commissioner, Disability and Elderly Affaires, with the creation of new districts, the amount given to each district is likely to reduce substantially.

#### **Target Group**

The grant is given to PWDs groups. Giving grants to groups instead of individuals is the preferred strategy of reaching beneficiaries of many development programmes as it is not only a more cost effective way of reaching more beneficiaries and thus ensures wider impact but also enables the group members' capacities and skills to be applied towards meeting common needs. To qualify for the grant, a group must be legally recognized and have been operating for more than six months. A possible impact of this is that groups that are already active will find it easier to access the funds, meaning that PWDs who are not already in groups may take longer to access the funds. Such PWDs need to specifically be targeted and supported to either join existing groups or mobilized and provided with capacity building in group formation. For example, in Kasese, it was observed that the PWDs who were benefiting in other opportunities were among the recipients of the special grant. The ODW project may consider providing support towards aimed at strengthening the selection process by ensuring rural, less educated PWDs and their

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<sup>24</sup> Guidelines for utilization of the special grant for persons with disabilities, Ministry of Gender, Labour and Social Development



families benefit. The project could also facilitate the YPWDs to form groups in order to benefit from this grant.

The grant aims to promote gender equity. Both, men and women, boys and girls with disability are to benefit from the project. Also consideration is to be made to have different disability categories benefit from the project.

### **Disbursement to Groups**

PWD groups prepare proposals and submit them to the district PWDs Special Grants Committee for vetting. In Mukono, PWDs were encouraged to develop proposals, and 57 proposals were received and vetted by the committee and 15 PWD groups were funded. Utilization of groups to promote development has its pro and cons with regard to PWDs. Most of the out of school YPWDs in the survey were not in groups. Although lack of interest was a common reason for not participating in groups, the verification meetings felt it was due to low self esteem and lack of confidence. Other reasons from this and other studies GDPU motivation lack of assistive devices and guides, and severe impairment hindered participation in groups. It was also noted during verification that groups do not always ensure the most vulnerable are reached. PWDs should be sensitised to target their most vulnerable peers when mobilizing members. It was also noted that there is a possibility that older PWDs (above 25 years) may dominate the PWDs groups. The technical people in government, including the CDOs who are coordinating activities relating to PWDs, admitted that PWDs are targeted as a whole and no special effort is made to target young persons with disabilities although effort is made to ensure participation of girls and women. Planning, targeting, monitoring and reporting of support to PWDs is not age-disaggregated. So it is not established whether young persons with disabilities are being reached by this grant.

### **Monitoring of the Grant**

According to the programme guidelines, monitoring will be carried out at the national and district level. At the national level, the MGSLD will maintain close contact with special grant recipients to ensure that capacity building activities are carried out. At the district level, monitoring will be the responsibility of the District PWDs Grant Committee. Monitoring will be two-fold: providing technical backstopping and support supervision followed by quarterly monitoring visits and through meetings with PWD groups. Grant evaluation will be carried out annually but there will be mid- term evaluation to assess impact and to measure the contribution of the Grant to poverty eradication goals of PWDs.

#### **3.4.3.5 Other Government development programmes**

Effort has been made to get PWDs to benefit from government development programmes for poverty reduction. When considering people to access government programmes, priority is given to PWDs if they can manage. Examples of government programmes include the National Agricultural Advisory Services (NAADS), Community Driven Development (CDD), Promotion of Children and Youth (PCY) and Prosperity for All (Bonna Bagagawale) which have a common objective of building the capacity of beneficiaries to participate in development activities such as income generating activities and skills development. The beneficiaries are required to organize themselves into groups so that groups are supported rather than individuals. In this way the group members provide security for each other.



In all the districts, two types of groups regarding PWDs were in existence. A few groups were composed entirely of PWDs and for the majority of PWDs who participated, they were with the nondisabled. Although PWDs were willing to join the nondisabled, the latter felt PWDs were weak and would not contribute adequately to the group project. They also felt the projects would weaken PWDs who were often viewed as patients as observed by the following extract from a previous research in Gulu<sup>14</sup>.

'Delivering development through groups (microfinance, NUSAF, NAADS) presents access challenges and also some advantages to PWDs whether with mainstream or disability only groups. PWDs find it difficult to participate in mainstream groups due to negative attitudes of the non-disabled and reality of less productivity due to the impairment and the inaccessible environment. Non-disabled people were less willing to have PWDs join groups because they felt the PWDs were delicate and less productive. Disability only groups faced the challenge of distance especially as PWDs were scattered among the villages'.

From previous studies, approximately 0.3%<sup>4</sup> of NAADS in Gulu were PWDs. The survey could not get updated data because the latest NAADS information system does not collect data on disability.

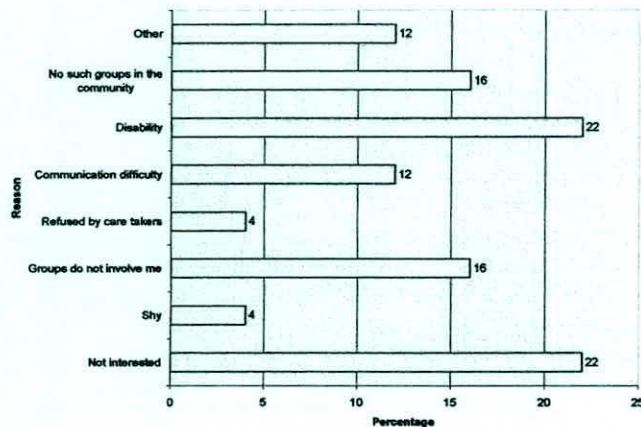
Efforts to include PWDs in government programmes have met limited success. Discussions with Bwera community revealed very few PWDs including youth participate in Government prosperity programmes because:

- They lack confidence to engage with people outside their circle
- Lack of guides and assistants to meeting points.
- No interest in joining groups
- Fear debts
- Lack collateral
- They are not aware of such opportunities due to poor mobilization and
- From Wakiso, Inability to open bank account.

In Wakiso sub-county it was noted that it is always the same groups of PWDs turning up to benefit from the different government programmes. According to the male LCIII councilor for PWDs, the reason for this is that many PWDs groups do not meet the conditions for funding which are registration certificate, account number and constitution. Many PWDs do not want to pay or cannot afford the contribution towards the opening an account.

Quantitative data corroborates the above reasons. The top reason for not participating in community groups given by YPWDs was they were not interested and because of the disability as shown in the graph below.





**Figure 4: Reason for not participating in community group**

The most frequent reasons for not participating in community development groups are lack of interest and the disability. These reasons could be addressed by the ODW project working with YPWDs, to raise their interest, confidence and taking measures to reduce the impact of the impairment. The project could also improve communication and understanding between the groups and PWDs and address environmental barriers to participation. The reasons above could be turned into check list for getting PWDs into groups. The strategy of using groups is used by government, NGOs and private financial institutions. It is an opportunity DPOs must address to avoid the situation of only a few PWDs benefiting from every opportunity offered through groups.

#### **3.4.3.6 Policy of equal opportunities for PWDs in employment**

The constitution guarantees equal opportunities for PWDs in employment. However, current recruitment practices, particularly in formal employment, fall short of reaching out specifically to PWDs to encourage them to access the available opportunities. Most organisations that employ massively advertise on their notice boards and through newspapers and radios. Many PWDs will not access this information and when they do, they may not have the confidence to apply. The potential employer often has negative attitude towards PWDs and is not aware of their potential. For example, the staff of a tea factory in Bushenyi, were already biased that PWDs cannot cope with the type of jobs they have available but at the end of the interview had agreed that the deaf could pick tealeaves. The same factory submits its potential employees to rigorous medical check which they were sure the disabled would fail. The pre-employment bias often fails PWDs getting into employment.

The district service commission of Kasese has been sensitised by DPOs and during the financial year 2009/10, it recruited to disabled teachers. The commission makes sure advertisements reach district DPOs, they add a 1.5 point to disabled candidates at the start of the interview. When two candidates score similar marks, the commission takes on the disabled candidate. The major challenge they face is disabled applicants are extremely few and attribute this to their low level of education. Gulu district service commission has recruited one blind and one physically disabled person as part of affirmative action and these have been deployed in the community services sector.



### 3.4.3.7 Tax incentives

Another measure that the government has introduced to boost employment of PWDs is tax incentives to private organisations that employ PWDs. The Persons with Disabilities Act provides for private employers who employ ten or more persons with disabilities either as regular employees, apprentice or learner on full time basis to be entitled to tax deduction of fifteen percent of all pay able tax upon proof to the Uganda Revenue Authority.<sup>25</sup> This provision was abused by unscrupulous organisations that employed PWDs in the lowest paid jobs and in some cases the disabled were not allocated work. The 2009/10 income tax amendments lowered the deduction from 15% to 2% of income tax payable by private employers who prove that 5% of their full time employees are persons with disabilities. The reduction has made the incentive less attractive.

Stakeholders have not adequately been sensitised on the above provision. For example, the Senior Labour Officer in Kasese said he read about the labour laws, which says if a company that employs many PWD's it will get tax reductions from government from the newspapers. All the major and smaller employers interviewed in the districts were not aware of this provision.

The draft Employment Policy which is yet to be passed proposes tax rebates based on the number of PWDs employed and the cost incurred for modifications made at the employment place to enable the PWDs carry out their responsibilities. The objective of this is to motivate employers to employ PWDs and to promote Corporate Social Responsibility (CSR). This may be a promotion of the charity approach which DPOs will reject.

### 3.4.3.8 Challenges and shortcomings of the Government Initiatives

1. Government initiatives targeting PWDs in some districts are outside the district planning framework. The district planner of Mukono said that they have the data on PWD but it is not used in planning because it is not collected in a useful format. The community development office needs to provide appropriate information for meaningful planning. There is need to have constructive dialogue between the technical officers especially in the case of Mukono, between community development and planning.
2. PWDs have access to many opportunities which come from different sources; some specifically for them and others in the mainstream. These have not been harmonized and could be abused by beneficiaries (PWDs) or by the service providers.
3. In addition, although there are many opportunities, these have not been designed with YPWDs and therefore do not address the challenges mentioned found in this survey.
4. In the District Development Plans, youth, women and PWDs are grouped together. In some programmes and budgets, the disabled and elderly are bundled under one category. In post war support projects in Gulu, the disabled, orphans, sick and older persons are grouped as vulnerable people. The lack of differentiation, is often more disadvantageous for PWDs than other marginalised groups, because they are less known and attitude towards them is more negative. There is need for district governments and development partners at this and lower levels to unpackage vulnerable groups so that YPWDs are not overshadowed by the youth, women, older persons and orphans.
5. Enforcement of the policies and laws has been difficult because Uganda's economy is led by the private sector and certain issues cannot be enforced, like making all buildings accessible. Initially, persuasion and incentive will have to be used and after PWDs have been employed in large numbers can the enforcement of rights be implemented.

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<sup>25</sup> Persons with Disabilities Act 2006, section 17



6. According to the District Planner, Mukono, the YPWD are not seen/ identified/ singled out in national planning frameworks such as the National Development Plan and in budget frameworks as a category to target interventions and so are not incorporated in the guidelines that districts use in planning, monitoring and budgeting. The old adage holds true, 'who is not seen cannot be served (food)' and 'what is not counted, cannot be planned for'.

#### **3.4.4. Impact of efforts to promote participation of YPWD in employment**

The cumulative efforts of government and the other stakeholders to increase employment of PWDs have not paid off due to limited sensitization of employers about the potentials and skills of PWDs, the lack of information about the tax incentives and the negative attitude towards PWDs that still permeate much of society. The next section of the report discusses findings regarding employment of YPWDs in the survey sample and explores reasons for the status. The section also confirms that Government 'wealth creation' programmes are not reaching PWDs.

#### **3.4.5 Characteristics of the Out-of-school YPWDs**

- 41.2% of the all YPWDs interviewed are out-of-school (n = 124). Of these, 1/3 were 13-18 years and 68.5% were 19-25. The 1/3 ought to have been in school benefiting from UPE and USE.
- The composition of boys and girls is equal, 17 and 18 in number respectively in the out-of-school aged 13 – 18, meaning that gender was not an issue in being out-of-school.
- 75% of the out-of school YPWD aged 13 – 18 dropped out of school while the remaining 25% had never attended school.
- The proportion of drop-outs in the out-of-school YPWDs aged 14 – 19 are higher at 89.3% compared to 60% in the age group below 14 years. This shows that the age bracket 14 – 19 is when most dropping from school occurs. The reasons for dropping out are section 3.3 in the education chapter.

As the above demonstrates, many YPWDs are leaving school before attaining the basic qualifications for accessing employment opportunities thus hindering their participation in employment.

#### **3.4.6 Participation of YPWD in employment**

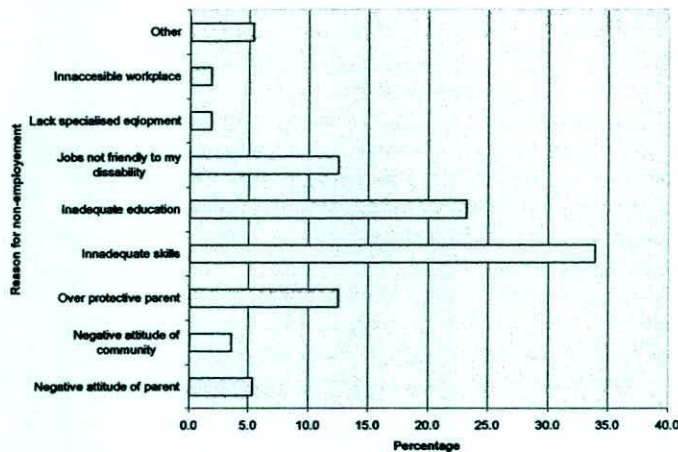
##### **3.4.6.1 Proportions employed**

- From the quantitative data, only 39.5% of the YPWDs who are out of school are employed. Therefore 60% of YPWDs out of school are not participating in employment. It is possible that if information was to be captured from a wider proportion of the out of school YPWD population and of the different disability types it might reveal a higher percentage of the unemployed YPWD. Qualitative data from key informants and FGDs and from observation of the employment dynamics indicated that very few YPWDs are in employment.
- 43 of the 49 (87.8%) YPWDs that are employed are aged 19 – 25.
- The remaining 6 YPWD that are employed are below 19 years old. These are involved in child labour.



- Out-of-school YPWD of school going age (n = 39) that are employed are 15.4%. 15.4% of the out of school YPWDs that are of school going age are employed.
- The implication for this is that interventions for promoting YPWD employment should, in addition to generally aiming to increase the number of employed YPWD, should also more specifically identify and address specific employment needs of school going age YPWDs who are not in school. Primarily steps should be taken to help this age group return or start school but if this is not possible, then their employment should be promoted. The employment interventions should also target the older youth since only ½ are employed. It is important to remember that the out of school youth lacks practical and economic skills, does not attend alternative adult learning such as FAL (see section 3.3.22) and is left out of prosperity groups such as SACCOS and NAADS groups. Because they are not mobilized along with the older ones and they find themselves left out and voiceless. In some cases, family members prefer that school going age YPWD assist with carrying out family chores instead of going out in search for employment.
- Completion of education should be the aim of interventions since this is known to open employment and other prosperity opportunities. The youth in this survey, however, did not experience advantages for employment arising from higher level of education.

### 3.4.6.2 Reasons for not being employed



**Figure 5: Reasons for Unemployment Given by Unemployed YPWDs**

According to quantitative data the leading reason for YPWDs not participating in employment is inadequate skills (34%) followed by inadequate education (24%), as shown in the figure 5 above. This finding is echoed by key informants that were interviewed such as district service commission officials who said it was difficult to employ PWDs because of their low level of education and lack of skills. The finding shows that not having the skills for producing goods and services that can earn them a living is at the heart of YPWD not participating in employment. This is corroborated by information on the impact of level of educational on employment status.



**Table 14: Highest class attained among out-of-school YPWDs by employment**

Highest class attained	N interviewed	Employment status	
		Employed%	Non-employed%
Primary	79	45.6	54.4
Secondary	13	38.5	61.5
Post secondary	2	50.0	50.0
<i>Fisher's exact Sig. = 0.884</i>			

Results show no significant difference in highest education level attained and employment status of YPWDs ( $p > 0.05$ ). YPWDs are employed on the basis of other factors other than education level.

### 3.4.6.3 Disability type participating in employment

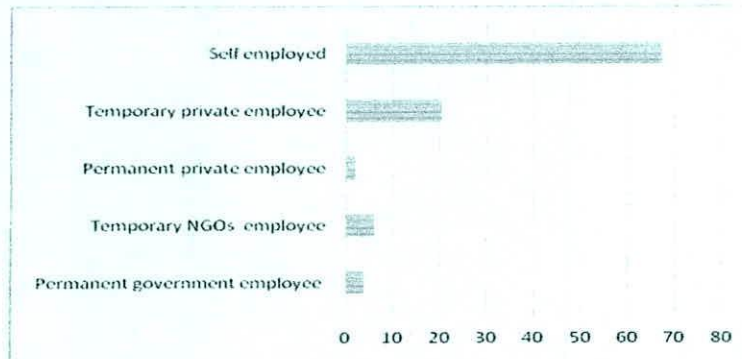
**Table 15: Employment status of out-of-school YPWD aged 19-25 by disability type**

Disability type	N	Employed	% employed
Mobility/physical	37	25	67.6
Low vision	3	1	33.3
Deaf	10	9	90.0
Hard of hearing	4	4	100
Multiple disability	4	1	25.0
Other	2	2	100

Quantitative data in table 15 shows that the disability type with the highest proportion of YPWD that are participating in employment is hearing impairment (hard of hearing and deaf), followed by physical impairment. Most employment activities that YPWD were engaged in require vision so the visually impaired and blind had the lowest proportion of employment. Such employment includes carpentry, tailoring and shoe repairing and working as casual labourers. The verification meetings noted that the educated blind are teachers while those with no education are farming but the majority is idle at home. In addition to efforts to promote participation of YPWDs in general in employment, there should be specific strategies for identifying and promoting employment activities that visually impaired YPWD are able to participate. For example in a furniture workshop in Mukono a visually impaired male was doing sandpapering. The owner of the workshop was willing to provide employment opportunities to PWDs as long as they possessed the skills. 2 males with physical disabilities were employed in the joinery section.



### 3.4.6.4 Types of employment that YPWDs are engaged in



**Figure 6 : Category of employment among out-of-school YPWDs**

According to the quantitative information shown in the graph, self employment is by far the category of employment that YPWDs who are out of school are participating in the most – close to 70%. Self-employment is where an individual establishes his or her own business enterprise (using own or borrowed resources or any other forms of financial support he/she has been able to access) from which he or she derives an income. The business is based on the owner providing the labour and therefore the type of business activity carried out is determined by the skills that the owner has. Self-employment is the most prominent form of employment for the YPWDs.

The main factor underlying this high concentration of YPWDs in self-employment is the barriers that hinder their entry into employment especially well paid employment. These barriers are discussed in the next section. The type of self employment that YPWD are engaged in requires little capital which they are able to afford. Because of the little capital injected in the businesses, the enterprises remain micro-businesses and do not expand. The types of self-employment that YPWD carry out are discussed in the section on YPWDs engaging in income generating activities.

#### **YPWDs engaging in other categories of employment**

According to figure 6, the categories of employment that YPWDs are engaged in next to self-employment is non-formal employment at 20%.

##### **1.) Non-formal employment**

This is the category after self-employment that YPWDs are participating in most. Examples include shop attendants (Bushenyi), hairdressers (in Kasese one lady who is hard of hearing is working in her aunt's salon), night watchmen, cultivators, toilet cleaners and porters. In Mukono, one carpentry workshop provided employment to PWDs regardless of their academic qualification as long as one had the skill. Out of the 15 employees 3 were disabled. The company provided apprenticeship support to the illiterate disabled who wanted to get skills. PWDs are also employed on building projects e.g. bricklaying, wood work and metal work.

According to FGDs with YPWDs, the participation of YPWD in this category of employment is largely dependent on relatives who employ them in their private businesses and on the good will of members of the community who employ YPWDs in available low cadre jobs. All the deaf who were interviewed and were employed were in this category of employment.

##### **2.) Formal employment**

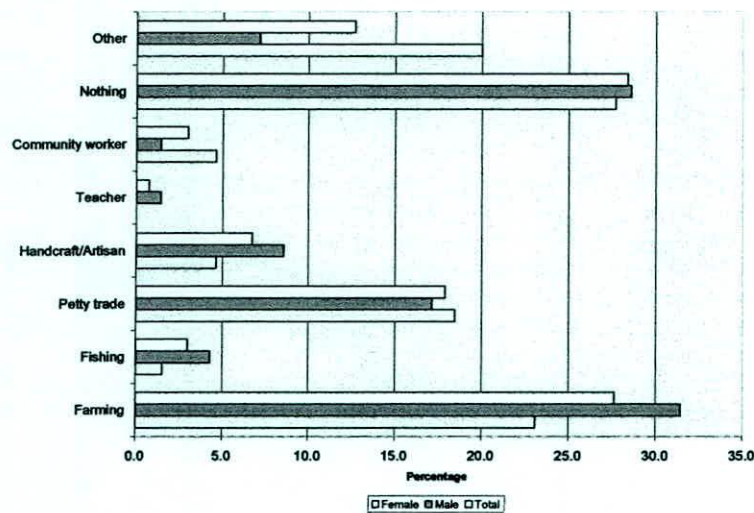


This is the category of employment that the YPWD are least participating in (10%). It includes formal employment in the public sector (government employee), private sector and NGO. In this category, most employment opportunities are with NGOs e.g. KADUPEDI in Kasese employs a secretary who has physical disability. NGOs also employ sign language and Braille instructors, and in community development activities. In government, PWDs are considered mainly for teaching jobs as SNE teachers. In Mukono Local Government, a male with physical disability has been recruited as an accountant. In the private sector, Formal employment opportunities for YPWDs in general and in this survey in particular are very few. The reasons for this include:

- YPWDs do not have the minimum education level, skills and training required in formal employment jobs which are obtained through higher level education for example with post secondary education, coupled with practical skills training. As reported in the section on education, most YPWD drop-out in upper primary which is too early in the education curriculum to have obtained the level of education and practical skills relevant to formal employment jobs.
- The above factor is significant for employment in the public sector, NGO and big private sector firms that have formal and transparent recruitment processes involving public advertisement of jobs, assessing and scoring applications by committees, short listing for interviews, conducting of job interviews and producing records of assessments for transparency. These processes filter the potential candidates to identify the candidate that most suits the profile and requirements of the job. District Service Commissions are among the large employers at district level and they have rigorous recruitment procedures. In Bushenyi, although the DSC tries to employ YPWDs by using the national affirmative action on employment, they find most YPWDs are not qualified. The Chairperson of the DSC in Wakiso said that to be considered for employment in the District Service, YPWD have to apply and also be qualified for the position. In Wakiso, affirmative action was applied to the recruitment of Senior Education Assistant where PWDs were awarded an extra mark. Also in Wakiso, the district identified a deaf teacher to be deployed in the community school to assist children with hearing impairment.
- In smaller private sector companies where the recruitment process is less rigorous and flexible, decisions to recruit PWDs can be at the discretion of the owner. However, many private business owners are reluctant to take on PWDs. According to FGD with community leaders and employers in Arua, employers are biased against PWDs; they do not expect them to deliver as well as others. The potential employer might also consider it an additional cost to adapt the work environment to the type of disability, provide assistive tools and other support that can enable YPWD to do their work.
- According to key informants and corroborated by YPWD themselves, there are cases where YPWDs do not apply for formal employment jobs even where they stand a chance of being considered because they are convinced that they will not be considered because of their disability.



### 3.4.6.5 YPWDs engaging in income generating activities



**Figure 7: What out-of-school YPWDs is doing by Gender**

According to quantitative data, the income generating activity that YPWDs are engaging in the most is farming, followed by petty trade, followed by others which will not be specified. 32% of out of school male YPWD were engaging in agriculture compared to 23% of out of school female. The income generating activities that were observed or reported on by key informants and participants in focus group discussions were as follows:

Wakiso and Mukono districts:

- i. YPWDs were observed participating in petty trading such as selling sweet bananas, and other home grown products on the road side.
- ii. In Mukono, PWDs had been allocated lock-ups (kiosks) by the district which they either rented out or used for their own business such as retail grocery business and refreshments
- iii. In Mukono, the PWDs were given the responsibility to sweep the taxi and bus park by the company that had been awarded tender for managing the parks. PWDs are excluded from lucrative income generating project such as managing parks and markets because they do not have the capacity to get involved in the tendering process. Thus they are given menial jobs like sweeping by those who have won the tender.

In Bushenyi and Kasese:

YPWDs were making shoes, tailoring and carpentry. In Kasese one lady with a hearing impairment has a sewing machine but her customers decreased due to problem of communication. Also in Kasese, there is one deaf YPWD who is a carpenter by trade but is not getting customers so he was planning to go and work on other people's farms for income. Another deaf youth who also trained as a carpenter was cleaning toilets at the park.

In Gulu and Arua:

YPWDs were carrying out carpentry, art and crafts, cobbling and tailoring.

The income generating activities that YPWDs are engaged in fall into 2 categories:



- i. Those where they are applying skills that they have acquired through training or apprenticeship e.g. carpentry, art and crafts, cobbling and tailoring. Income from this category of income generating activities is determined by the quality of the skills and quality of the products and services. If skills and products and services are low quality, there will be less demand for them. Income is also determined by competition and relevance of the goods and services in the market environment. There is a view that the traditional trade of PWDs, such as cobbling, tailoring and handcrafts are becoming less relevant in the market as the goods and services produced using these skills are less in demand or face stiff competition.
- ii. Mundane and home-based activities that do not require specific practical skills that are acquired through training but can easily be learned through informal methods such as skills taught by parents or other family member or from copying others. Activities include farming, road side selling, fishing, sweeping, digging and some handcrafts. The income derived from these activities is low because the goods e.g. home produce, fish are locally obtained thus cheap, and services provided require low level of skills e.g. sweeping, digging.

Formal employment provides higher incomes because of factors that include higher educational qualifications and technical skills required, the profile of the employer e.g. national or international and the complexity of the job.

### 3.4.7 YPWD access to skills training

YPWDs need skills training so as to be equipped with the necessary vocational and technical skills to be able to perform income generating activities and also to build their capacity to initiate, manage and sustain viable business enterprises. Skills training are therefore, a vital component of promoting the participation of YPWDs in employment

#### a.) Access to vocational and training skills

This has been discussed in the section 3.3. on vocational training programmes in the education sector and in section 3.4.3.2 under employment.

#### b.) Access of YPWD to skills training to build their capacity to initiate, manage and sustain viable business enterprises

informal business skills training is provided by several organisation ranging from DPOs to NAADs, SACCOs and microfinance organisations. The tables below present findings regarding the informal business training which is highly prevalent in most communities in Uganda.

**Table 16: Ever received business training by gender**

Gender	N	Ever received business training	
		Yes	No
Female	58	43.1	56.9
Male	56	35.7	64.3
$X^2 = 0.65, p = 0.420$			

Business training in this section refers to i) Start Your Own Business and ii.) Improve Your Own Business training. According to quantitative data 43% of out of school females have ever received business training compared to only 36% of out of school males. Although less than half of the females received business training, more females received business training than males.



**Table 17: Ever received business training by age**

Age group	N	Ever received business training	
		Yes	No
Below 14	13	7.7	92.3
15-19	26	19.2	80.8
20 and Above	79	49.4	50.6
<b>Fisher's exact sig. = 0.001</b>			

An analysis of the business training received by age-group shows (with statistical significance) that half (49.4%) of the older age category (above 20 years) had received business training. This compares to only 19% of the age group 15 – 19 years of YPWDs and 7.7% of YPWDs out of school who are below 14. The reason for this could be that business training providers target YPWDs who are 18 years and above as these are the ones who can legally participate in employment. The qualitative data revealed quite the opposite; very few out of school YPWDs had received business training. Those who had received business training belonged to SACCOs or were on the DPO leadership and thus got an opportunity to train.

### **3.4.8 Gender and employment**

Quantitative data (figure 7 above) revealed that 27% of out of school females are not engaged in income generating activities (doing nothing, not employed). The proportion for males is equal (28%). However, more females are doing nothing (i.e. unemployed) than are engaged in any particular income generating activity. Twenty three percent of females are engaged in farming which is the income generating activity that females are engaging the most. More males are participating in income generating activities than females. The survey found 32% of out of school males as compared to 23 % of out of school females are engaging in farming. Other income generating activities that out-of-school females are engaged in are petty trade (19%), and about 10% are engaged in community work, handcraft/artisan and fishing.

43% of out of school female YPWD have accessed business training showing that females are being targeted in efforts to build the productive and entrepreneurial capacity of female YPWDs. However, more than 50% of female YPWDs need to be supported so they can attain business training. The Mayor Mukono Municipality is supporting this cause. He initiated a women's skills training centre where girls and women with disability were trained free of charge.

### **3.4.9 The factors contributing to this low employment of YPWDs**

#### **(i) Low self-esteem of YPWDs**

Many YPWDs do not make the most of their potential or capabilities because of not believing that they can succeed at anything. Family and community attitude limit the aspirations and confidence of PWDs. The reason of low esteem limiting employment of YPWDs was given more by the nondisabled than the disabled. The low self-esteem was raised as barrier to employment by leaders of PWDs, the secretary DSC and labour officers of Kasese. It did not arise from the YPWDs interviews and FGDs.

#### **(ii) Slow pace of change of parents attitudes towards CWDs**

The low self-esteem of YPWDs is usually attributed to the negative attitude of parents who treat CWD as being of lesser value than non-disabled children and believe that they cannot go far in



life or achieve much. The parents thus do not provide the support and foundation needed by CWD to be able to participate in employment.

**(iii) Low educational attainment of YPWDs**

The factors responsible for low educational attainment of YPWDs have been analysed in the section on education. Low or no educational qualifications mean that YPWDs have to rely on practical skills for employment passed on to them from a non-educational or non-formal channel for example from home or through community level apprenticeship. This limits YPWDs to employment in the home (domestic work), family-owned employment and good will of community members who give them odd jobs. As a result, YPWDs remain in the community close to home where employment opportunities are few. The deaf FGD in Kasese revealed that they stop education after P7. Because they lack skills, most of them are involved in petty jobs and trading. One of the youth works on farms for wages; another teaches sign language informally and the majority were not employed. Their chairperson who has the highest educational attainment lives off DPO and other NGO workshops and meetings. An 18 year old girl with epilepsy in Kasese begs on the streets. She makes approximately 10,000 per day and is not willing to give this up for wage-jobs that pay 3,000 per day. Her 'guardian' who picked her from the street after her parents through her out may be exploiting her. The verification meetings confirmed that there is a lot of exploitation of YPWDs by their guardians.

Apprenticeship training at community level could provide skills and improve livelihoods for YPWDs. Examples of this include tailoring, baking, cooking, handcraft and thatching. Linking YPWDs who are out of school and unemployed and with low education to individuals for a few months to a year could help the YPWDs start earning a respectable living.

**(iv) Absence of programmes targeting PWDs**

YPWDs need to be given a hand to overcome the obstacles that limit their employment opportunities. Among the common obstacles already discussed are lack of production and business skills, inputs and capital. Programmes like NAADS, special grant from Ministry of Gender, NGO programmes that target communities increase YPWDs participation in employment by empowering them to set up and run income generating activities. Where there are no such programmes targeting YPWDs, their participation in employment is very low. When YPWDs were asked why they did not participate in community groups, one of the frequently given reasons was "no such groups" were available. There are no interventions in the communities of Bushenyi and Kasese to help the YPWD's get employment apart from a few NGO's like KADUPEDI in Kasese and ICOBI. Silent Voices in Bushenyi are trying to help by training those YPWD's who cannot join secondary on how to make shoes and tailoring. The labour officers in the districts did not have strategies to promote the employment of PWDs. According to the Kasese labour officer, theirs was to keep track of the employed. Kasese DSC had provided affirmative action for PWDs with 2 additional points the interview score. Even with the 2 points, if two candidates had the same score, the PWDs would be offered the job. Through this platform, 2 teachers had been recruited in the last financial year.

**(v) Lack of information on programmes targeting PWDs**

In some instances information on programmes targeting PWDs and other employment opportunities does not reach YPWDs so that they do not access the opportunities that would promote their participation in employment. A common example cited was advertisement in newspapers which PWDs cannot afford to buy. For the rural PWDs, disabled leaders do not pass



on the information. For example a young wheelchair user in Kyamuhunga, Bushenyi missed an opportunity for a loan because the LC for PWDs did not pass on the information. The DSC of Kasese displayed copies of all its adverts in the DPO's office.

**(vi) Lack of Marketable Skills**

The most prominent avenue available for YPWDs to acquire employable skills is from government, NGO or religious institution funded vocational training centres where the range of courses offered are focused on providing the skills for the vocations that have been stereotyped for PWDs, such as handcrafts, tailoring, cobblery, carpentry. There are limited employment opportunities on the market for such skills leaving YPWDs the only option of self-employment in petty trading or doing menial work. YPWD self-employment is limited to micro-businesses or enterprises located in the communities where they have grown up because of family and social networks. This preference to remain in their communities limits their access to job opportunities further afield where there may be greater demand for their services. For example a deaf young carpenter in Kasese failed to compete on the furniture market. His products were of high quality and overpriced. His business as carpenter failed and currently he is cleaning toilets at the park. Perhaps if he was supported to venture to a larger town where his furniture would be appreciated he would continue as a carpenter and earn good money. In the verification meeting it was pointed out that many rural deaf people are so disadvantaged that they work for basic necessities like food, clothing and shelter.

**(vii) Limited Access to Entrepreneurial Skills Training**

In order to be successful in self-employment, which was the most prominent employment type that YPWD participated in, YPWDs required to be equipped with basic entrepreneurial and business skills. The level that YPWDs are accessing entrepreneurial skills has already been discussed. Most YPWDs self employment ventures are run unprofessionally and in an adhoc manner which is likely to lead to poor quality goods and services and operating in an inefficient manner, yielding low incomes. The type of businesses the YPWDs are involved in cannot stand challenges such as illness of the YPWD and their family.

**(vii) Lack of Startup Capital**

In many cases, after vocational training, YPWDs do not have the capital to start-up self employment businesses. The cost of equipment and hire of premises are too high for YPWDs who even lack collateral for loans. Some of the PWDs in Gulu who had learnt shoe repair were begging until an NGO helped to establish them. They now employ assistants. On the other hand are PWDs who due to family pressure and lack of start-up capital used to sell off the tools they were given after training in rehabilitation vocational centres. Especially marketable were the sewing machines.

**(viii) Competition in the formal employment market**

In majority of formal employment, such as public service, public and private organisations, YPWDs have to compete on an equal basis as non-disabled. Recruitment is on merit. It is competency-based recruitment. The YPWD chance at obtaining a position is at par with the non-disabled applicant. Given job scarcity, competition is very high. The ratio of YPWDs obtaining jobs in this manner is low as the number of qualified YPWD to qualified non-disabled persons is small. Some YPWD even when they have as good qualifications as non-disabled do not feel confident to apply. Some organisations encourage PWDs to apply and give special consideration



to PWDs that apply. At the district level, the District Service Commission (DSC) is one of the prominent employers. There is provision for a PWD representative on the DSC to represent the interests of PWDs in district service recruitments. However to benefit from the equal opportunities provisions and be considered by the District Service Commission for employment, PWDs have to apply for jobs and should be qualified for them. DSC guidelines do not require that PWDs are specifically invited to apply for advertised DSC jobs. As a result, very few PWDs apply for DSC jobs. The positive initiative by Kasese district needs to be emulated where the DSC gives PWDs an interview start of 2 points, selects the PWDs if two candidates score the same and one is disabled and place job advertisements at KADUPEDI office.

**(ix) Discrimination by private sector employers**

Private sector employers' interest is focused on profits maximization. Employers interviewed felt that employing a PWD has cost implications and reduces the profit margin. The larger employers (factory and farms) were of the view that their work place is not accessible to PWDs, the disabled will be absent frequently due to disability-related illnesses and they will not keep time. Most private sector employers believe PWDs cannot match the output of non-disabled persons. The private sector, which is the sector being promoted by government for job creation to absorb the growing number of job seekers; provides very few employment opportunities for YPWDs. In Bushenyi district the Ankole tea factory had only two PWDs employees, both in low wage positions. The management was not aware that the deaf can pick tea. Even leaders are biased against YPWDs. In Bushenyi, a girl who finished a course in Librarianship in Mukono University approached the area M.P to help her get a job because he has helped many students get jobs but he refused to help her and referred her to the councilor PWDs as a leader for PWDs. Behind all these reasons and practices towards employment of YPWDs is negative attitude towards PWDs who are perceived to be weak, sickly and ineffective. However, there are some companies that employ YPWDs like HIMA cement in Kasese.

An example of good practice that can be emulated by employers in the public and private sector to encourage PWD employment is provided in the example of Kasese and Mukono District Local Governments. The example from Mukono is in the panel below.

**3.4.9 Case study**

**Good practice**

In Mukono District, under the leadership of the District CDO, draft resolutions have been developed for creating a PWD staff-friendly work environment. Once PWD are in employment:

- Every PWD staff shall be given a top-up allowance of 50,000 annually for paying for aids and transport
- Since PWD move slowly, every PWD staff shall be absolved from lining up outside doors or reception rooms of district officials.
- Structures shall be disability friendly
- PWD staff shall be assisted with assistive devices
- A special day shall be designated to recognize PWDs



### 3.4.10 Conclusion

Of the YPWDs who are out of school, never attended school or dropped out at primary level; one third is self-employed mainly in adhoc low income petty trading while the few who are employed are wage earners doing low earning menial jobs. The rest are contributing to household income and depending upon their families. They are disadvantaged by lack of skills and have not benefited from Government and private wealth creation programmes because of lack of information, the need to join a group and issues related to the disability. Potential employers have negative attitude towards PWDs and deem them to be helpless, of poor health and will affect production. Sensitisation of potential employers has been effective in increasing employment of PWDs. There is need to raise the skills of YPWDs so they can earn a living within and outside their communities. The great potential of employing them needs to be tapped by raising awareness of employers and preparing YPWDs for employment. The self employed need capacity to expand and run their businesses profitably. The capacity of YPWDs needs to be built so they can access initiatives for wealth creation.

### 3.4.11 Baseline indicators

#### Baseline indicators

75% of the out-of school YPWD aged 13 – 18 dropped out of school while the remaining 25% had never attended school.

Of the YPWDs out of school (n=124), only 39.5% (n=49) are employed.

67% of YPWDs who are employed are self-employed. 20% are in temporary low pay employment. The remaining 13% are in permanent private employment.

The hard of hearing followed by the deaf were most likely to be employed

The deaf are in temporary menial informal employment as casual labourers.

100% of potential employers met did not know about the tax incentive. 100% of large employers were negative towards employing YPWDs.

The 2009 revision of the tax incentive has made it a less attractive for employment of PWDs

Mainstream vocational training institutions are not accessible to YPWDs

50% of YPWDs have received business training; these are more likely to be above 20 years.

Disability and not gender or education is a determinant for employment.

## **3.5 THE NATIONAL DISABLED PERSONS ORGANISATIONS' ACTIVITIES IN PROMOTING QUALITY EDUCATION FOR YPWDs**

### 3.5.1 Introduction

DPOs have played an important role in improving access to and quality of education of YPWDs. The role has been twofold; the most prominent has been advocacy for improved services and the



secondary but equally important was interventions that promote education of YPWDs. This section of the report discusses findings regarding role of DPOs in the education of YPWDs.

### **3.5.2 Organisational change within DPOs**

All the DPOs participating in this project (NUDIPU, UNAB and UNAD) have been privileged over the past ten years by young educated members who have entered the DPO leadership. They have youth representation at the board level and portfolios for youth at secretariat level. The recognition of the importance of youth in development is in line with Government which has a youth council at national, district levels with the mandate of mobilizing youth for development and ensuring their participation in Government programmes.

The three organisations do not have designated officers for youth affairs only but youth issues are mainstreamed in projects such as HIV and AIDS prevention, promotion of education and livelihoods projects. Programme officers are assigned the youth portfolio for example in NUDIPU, the deputy director is responsible for youth projects.

Although the DPOs have highly educated youth on the secretariat, they have not been exposed adequately to development work in the areas of project management, administration and research. The youth have also been raised by their respective NGOs with an inward-looking approach with limited networking beyond the disability movement. Most of the DPOs have realized this and are beginning to genuinely network with nondisabled organisations. For the success of this project and for future growth of the disability movement there is need to deliberately steer the YOUTH in leadership in DPOs to engage with the wider development arena. This could be one of the results of this project.

### **2.5.3 Projects for Youth implemented by the DPOs**

UNAB has promoted quality education for the visually impaired persons by advocating for provision of scholastic materials like Braille kits, Braille paper, Perkins Braille among others. The NGO has gone further and provided scholastic material to schools that have units for the blind and scholarships to blind youth at primary, secondary and tertiary levels. After identifying that there are no young blind teachers; teachers who would be more committed to blind pupils than the sighted, UNAB successfully advocated for the acceptance of the blind in TTC even when they have not passed mathematics (this is discussed in section 3.3.). This has increased enrolment of the blind in TTC but should be a temporary measure. A permanent solution would be to teach mathematics to the blind in primary and secondary level, so that the blind are accepted in TTC on merit and can also teach mathematics when they graduate. Realizing the importance of ICT to the blind, UNAB has started computer training for 'Ordinary' and 'Advanced' level leavers, most of whom are between 13-25 years. A project on HIV prevention targets the youth and women. UNAB in partnership with Right to Play, an NGO is promoting sports and games in 3 schools, Mukono, Luwero and Mubende. Several other projects reach the youth although they are targeted at all the blind. These include Income Generation Activities for rural blind, mobility and rehabilitation and agriculture promotion project.

NUDIPU has a desk officer for the youth which is implementing a microfinance project and is the focal point for the 'Youth Empowerment Project' for which this baseline is undertaken. The other programmes of NUDIPU target the youth among other disabled people. They include HIV and AIDS, economic empowerment, human rights and capacity building.



UNAD trains teachers in sign language and trains newly deaf youth in sign language especially those who have had to dropout of school because of the impairment. UNAD works hand in hand with UNEB in providing Sign Language Interpreters (SLI) to deaf candidates during examinations at all levels. It tops up allowances to SLI who help the students with hearing impairment at tertiary institutions.

UNAPD just like other DPOs also advocates for quality education for YPWDS at all levels. A concept paper on education and health services was developed and petitioned to the social committee of parliament, Kampala City Council and its divisions highlighting educational needs of YPWDS. UNAPD also builds capacities for its youth in a number of spheres including sports, music dance and drama. It has a youth employment project which assists youth to get employment and then provides support to ensure they perform at work.

NUWODU an umbrella organisation that unites all WWDS too advocates for the equal rights of WWDS in education and reproductive health. NUWODU has several partners in promoting and protecting rights of girls with disabilities to education, sexual and reproductive rights. Key partners include DPOs, Forum for Women in Democracy (FOWODE), Forum for Women in Education (FAWE), Straight Talk and Reproductive Health Uganda.

#### **3.5.4 Impact of Youth Projects**

- Disabled youth have awareness about reproduction and HIV and AIDS which they would never have known due to communication difficulties with traditional health education approaches. For example literature revealed that for the deaf,<sup>20</sup> the DPOs were the second common source of information on reproduction health.
- The blind youth are computer literate and this has helped their university education and employment. They submit print assignments instead of brailled and two blind computer literate youth have been employed by banks.
- As of 2009, 23 youth had been placed and supported in employment by UNAPD.
- The youth leadership at National level is confident and with insight into issues that concern them
- The ODW project has strengthened collaboration and coordination between the NUDIPU, UNAD and UNAB. This approach could be extended to other projects even those with separate donors.

#### **3.5.5 District Level DPOs**

District level DPOs are addressing YPWD issues mainly with support solicited by the national organisations. A number in the target districts have developed projects independent of the parent national organisation. For example Gulu Disabled Persons Union has a project on HIV prevention and mitigation that mainly targets youth. A youth IGA project was successfully concluded. Kasese District Union of Persons with Disabilities (KADUPEDI) had successfully sensitised communities in Kasese Municipality on the education of CWDs, employment of PWDs and worked with youth to prepare them for employment. It was however, noted that DPOs at district level were not as informed, as confident and as vocal as their national counterparts. For example several aspects of SNE that were not working well at the district and school level could have had corrective measures if the disabled people at district level were aware



and confident. An example is the inaccessible latrines already discussed in section 3.3, the arbitrary transfer of teacher, the lack of locally made teaching aids etc.

An important role of the District DPOs is they provide role models for YPWDs and for parents of CWDs. When parents in Kasese saw a smart, clean and successful PWDs come to mobilize them to take their children to school, it had greater impact than the adhoc NGO and Government initiatives. The DPOs at national and district level all had strong ties with organisations of parents of disabled children and this had helped increase the lobby voice for district scholarships and units.

### **3.5.6 Collaboration with Government**

The limited collaboration between DPOs and potential partners in development has already been noted. This was extended to Government both at central and district level. Government officials felt the DPOs implement many projects without involving the relevant Government offices and yet when it comes to sustainability, the DPOs look to Government. The DPOs also felt the same and said they are not consulted during design, implementation and evaluation of Government development programmes. The DPOs are involved only for disability targeted interventions for example on the National Steering Committee on Disability and yet the DPOs are there to help Government reach all PWDs. An example that was mentioned in several districts was the NAADS programme. NAADS officers did not know how to include the disabled in the projects, yet DPOs were not consulted on this issue. On the other hand, the district DPOs are aware of the NAADS programme and could have lobbied for inclusion of PWDs and shown the NAADS officials how to do so. The onus is upon the disabled people to keep reminding Government that the prosperity initiatives are primarily for marginalised people including PWDs.

### **3.5.7 Conclusion**

DPOs at National and district level are the main advocacy voice for increased access of YPWDs to quality education. The DPOs at district level and especially the youth have not utilised the opportunities that exist to improve access to education and to employment mainly due to low confidence, dependency on older and seasoned PWDs and lack tools for monitoring and advocacy. This project could provide them with the tools and support self realisation which are required to demand for better education, more employment opportunities and also to show case how the improved services could be provided.

### **3.5.8 Indicators**

The capacity of YPWDs to advocate for education of YPWDs and their inclusion in Government and NGO development initiative is low especially at district level.

YPWDs have been targeted in several DPO projects but this is the first project that specifically addresses their issues.

All three DPOs have a representation of the YPWDs on their boards and an officer responsible for youth affaires.



### 3.6 EMPOWERMENT of YPWDs

#### 3.6.1 Introduction

The inclusion of YPWD in education and employment is a huge part of the empowerment of YPWDs. Factors such as knowledge of their rights to education, employment and development; being able to stand up for their rights when they are not respected, advocating for their rights, holding leadership positions and participating in recreational and community activities alongside and on equal terms as non-disabled persons are indicators of empowerment. Empowered YPWDs are more likely to be more active in school and in their communities and thus better integrated with other youth at school and with community members. Empowered YPWDs are visible and have a voice, and their potentials are more evident. Empowerment is thus essential to building confidence and independence in YPWDs and their acceptance by school mates and the wider society and facilitates integration into mainstream school and community affairs.

#### 3.6.2 YPWD in leadership

**Table 18: Percentage holding leadership position in school by gender**

Sex	N	Hold leadership position	
		Yes	No
Male	83	42.2 %	57.8%
Female	64	21.9%	78.1%
X <sup>2</sup> = 6.7 p = 0.010			

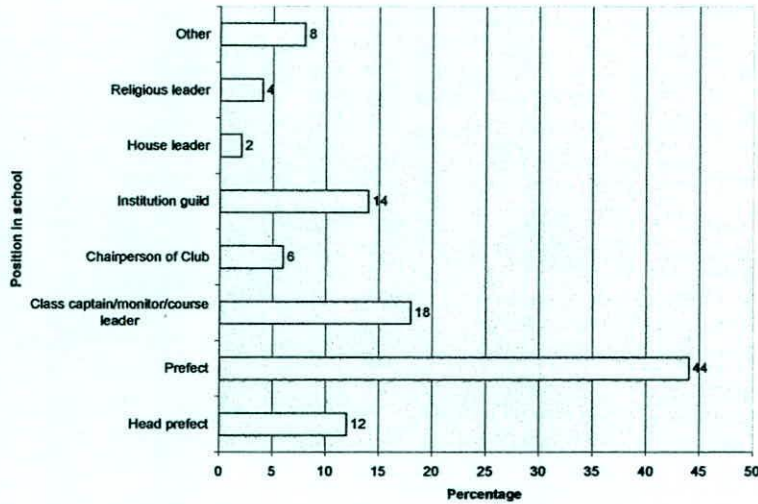
Results show evidence of relationship between gender and status for holding leadership position in the school ( $p < 0.05$ ). More males than females are significantly in leadership. One third of YPWDs held leadership positions in schools. 42% of males and 22% of the females interviewed held leadership positions showing that males either were much more successful in their bids for leadership or much fewer females offered themselves for leadership positions.

**Table 19: Percentage holding leadership position in community by gender**

Sex	N	Hold leadership position	
		Yes	No
Male	68	19.1	80.9
Female	60	25.0	75.0
X <sup>2</sup> = 0.64 p = 0.422			

In community, there was no evidence for gender difference regarding leadership status among YPWDs in community ( $p > 0.05$ ) as seen in table 19.





**Figure 8: Frequency with which various leadership positions were held by YPWDs in school.**

Few YPWDs, 28% of YPWDs interviewed, hold leadership positions in their communities as Table 2 shows. 25% of females YPWDs and 19% of the male YPWDs interviewed held leadership positions. The predominant positions held by YPWDs in the community were leadership of SACCOs or agriculture/ business group (37%) followed closely by Local councilor (22.2%).

### 3.6.3 YPWDs standing up for their rights

Tables 5 and 6 show that about 40% of males and 34% of females YPWDs interviewed were teased in school because of their disability (females got teased less) and 64% males and 71% females reporting the teasing (males reported less times). This indicates that YPWDs in school have a fair sense of their right to respect and the majority act by reporting the matter when treated disrespectfully by their school mates.

**Table 20: Percentage who get teased in school by gender**

Sex	N	Get teased	
		Yes	No
Male	87	39.1	60.9
Female	70	34.3	65.7
X <sup>2</sup> = 0.4 p = 0.536			



**Table 21: YPWDs who Report when teased in school by gender**

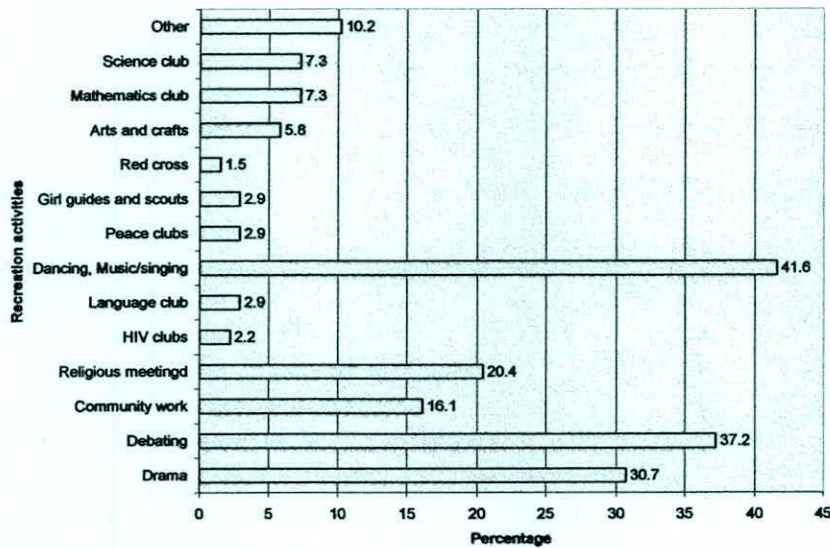
Sex	N	Report teasing	
		Yes	No
Male	33	63.6	36.4
Female	24	70.8	29.2
X <sup>2</sup> = 0.3 p = 0.569			

There is no evidence of gender difference for reporting teasing due to disability among YPWDs in school. ( $p > 0.05$ ).

Outside school, YPWDs are not as active as their counterparts in schools to pursue actions in defense of their rights. 46% of the YPWDs interviewed have ever approached community leaders in a bid to solve problems of PWDs, implying that over a half of the YPWDs do not carry out any action in defense of their rights at community level.

**3.6.4 Participation in the community**

The quantitative data showed no significant difference in participation in recreational activities at school by female and male YPWDs. Dancing/ music and singing are the activities that YPWDs participate in the most, followed by debating. See table below. YPWDs who participate in school activities have proved themselves as capable as the non-disabled school mates. For example, a blind student from Nvara Secondary School in Arua District was voted the best national youth debater for 2010.



**Figure 9: Recreation Activities That YPWDS Participated in**



% of YPWDs participated in community groups. Thus overall participation by the YPWDs is low. There was also no significant difference between female and male YPWD participation in community groups. The 2 top reasons for not participating were

1. Not interested (22%) and
2. Because of disability (22%)

#### Level of empowerment of YPWD

The level of empowerment of YPWD is still low based on the quantitative data obtained in the survey with regards to numbers of YPWD standing up for their rights, holding leadership position and participating in recreational and community group activities.

## 4.0 Conclusions and Recommendations

### *4.1 Bringing it all together; Empowerment of YPWDs*

The executive director of UNAB asked several times, 'there are many opportunities out there in the community, why aren't our youth getting them?' From this study, there are two answers to this question. The first and most important is the YPWDs are not empowered to go and claim their place among the array of development initiatives that Government, NGOs and of recent the private sector have laid out. The second and equally important reason is the 'prosperity for all' opportunities were meant for disadvantaged individuals and communities to lift them out of poverty and poor quality of life, however, at the design stage reaching the most marginalised who are the YPWDs are not catered for. As a consequence, the programmes do not reach the least marginalised for whom they were originally meant to help. Low education levels of YPWDs work as catalysts by limiting empowerment of YPWDs, thus reducing their demand voice and by raising the barrier to development programmes.

The marginalization and discrimination of YPWDs is well known and documented. This study, however, brings out a new dimension which was demonstrated by the education sector and is probably at play in employment. Development programmes for the poor, even when YPWDs have been catered, do not benefit them as much as they do to other members of the community. The equalisation measures in place are not equivalent to the degree of marginalization and therefore have little effect on bridging the gaps. UPE and USE are examples of development initiatives, whose policies specifically mention CWDs, but which seem to have widened the gap between children without disabilities and those with disabilities by about four times. Both groups have moved forward in education but hindrances on the education track have kept the disabled back while those without disabilities have been spurred forward. When primary level enrolment fell, the reduction was not evenly spread but affected CWDs far more than the children without disabilities. Young female PWDs experienced similar trends when compared to male YPWDs. Highly evolved SNE such as in Arua and Bushenyi districts benefited boys more than girls.

This phenomenon of the widening gap may well be at play in the employment sector since YPWDs are failing to access and utilise the opportunities around them which others are enjoying. Infact from the study it is very few YPWDs who are 'failing' to reach the opportunities. The majority is not even aware of the developments around them and those that are aware claim lack of interest. The combination of little or no education and lack of employment / business opportunities have forced the disabled young people into the lowest paying petty trading with no opportunity for expansion and menial jobs. Worse still, 1/3 has no form of employment.



The educational and employment opportunities that have been made available to the disadvantaged have had varied effects on different categories of YPWDs. The blind who manage to enter the education cycles seem to be able to complete and get better employment, although this is limited to teaching. The majority of the blind YPWDs, however, does not access education, neither are they involved in petty trading and menial work but are unemployed. The deaf have very limited education opportunities. The very few who access primary education rarely proceed to secondary level. Due to the low or no educational level, they end up in low wage earning jobs with the worst case scenario of working for basic necessities like food. The physically disabled unlike the others have greater opportunity to enter education but also are the most likely to drop out. They too rarely continue to secondary school. Unlike the deaf, they have less chances of employment and are the majority in farming and petty trading.

Apprenticeship training is an opportunity in the community to improve the skills of YPWDs for better livelihoods. Very few have used this opportunity due to similar hindrances that limit access to school. Functional adult literacy is another informal education which very few and reducing number PWDs have been able to access. Vocational training also accessed by few PWDs has not evolved with the changing market needs to enable trained PWDs earn a living.

Regarding gender, PWDs are so disadvantaged that gender gaps are significantly absent in the quantitative information except for the holding of leadership positions. The qualitative information revealed gender gaps with young girls and women more disadvantaged in schooling and employment. Since most of the gender gaps were identified by disabled and nondisabled leadership and not by the grassroot, could this be a learnt opinion rather than the reality? Or is the community not aware of the socializing of their biological sex. Gender issues were found in the area of sexuality and reproduction, where, girls and women with disabilities are sexually abused, raped and their children denied paternity with the accompanying assistance.

The packaging of programmes and funding for the 'vulnerable' has not benefited YPWDs since they are at the bottom of the vulnerable. The disadvantaged groups have different biological/social/cultural issues that disadvantage them so packaging their services may partially meet the needs of one of the groups and leave out the others. There is need to unpackage development programmes so that they are appropriate and accessible to the different groups especially the ultra marginalised like YPWDs. The same goes for group-driven development. Working with groups is a useful strategy to reach the poor, provides collateral and several other advantages but just like education, introduction of groups as a means of delivering income opportunities has advantaged the people without disabilities and left the disabled far behind. DPOs and development practitioners need to explore ways to overcome the factors that are mentioned in this report, that limit YPWDs participation in groups.

## **4.2 Conclusion**

YPWDs in Uganda have limited opportunities for education and for dignified livelihood including employment. Young girls and women are more affected than the men. Their marginalization is multifaceted and multi factorial and cannot be solved through one programme. Development programmes for the poor and disadvantaged have served the YPWDs but have also increased the gap between the disabled and the people with no disabilities. The YPWDs are not confident enough to demand for a reduction of this development gap, neither do they have the esteem and education to join the employment competition and wealth creation opportunities that are offered through groups. The Youth Empowerment Project, therefore, has a vital role to demonstrate that YPWDs can enjoy improved livelihoods through better access to quality



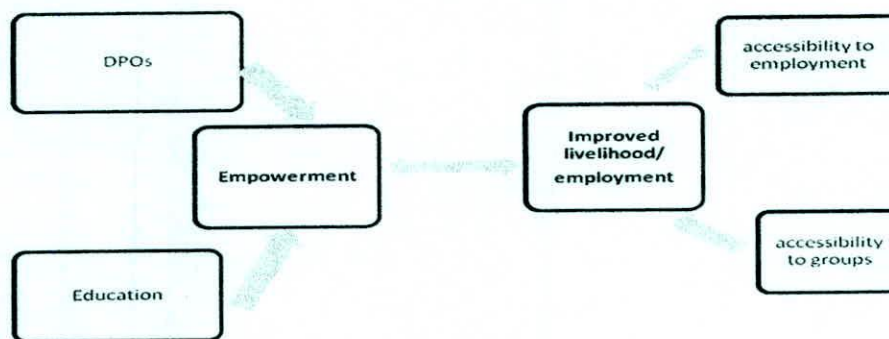
education and by tapping into the opportunities for employment and for wealth creation that exist in the community. Education and employment are among the most empowering tools that will lend sustainability to the ODW project.

### 4.3 Recommendations

The recommendations given below are of two categories; short and medium term that can be implemented by the ODW project or that the project can lobby partners to implement. The long term strategic/policy recommendations are directed at central and district governments, NGOs and National DPOs. The recommendations fall under four categories as shown in the diagram below. The diagram based on paragraph one of section 4.1 turns the negatives in the conclusion to positives in order to arrive at the recommendations.

**Diagram 2: Relationship between Education and Employment of YPWDs**

*Note: empowerment and employment mutually support each other.*



#### 4.3.1 Regarding the Youth Empowerment Project

##### Vulnerability of Young girls and Women with Disabilities

The triple vulnerability of female YPWDs first as disabled, then as female and thirdly as rural dwellers needs to be addressed as a cross-cutting issue in all project interventions. The design of interventions, implementation and monitoring needs to actively search and include girls and young women with disabilities. Their sexual and reproductive health and rights should be mainstreamed in project activities and not addressed separately. For example business training should include a section on reproductive and sexual rights.

##### Education and Employment

Promote establishment of Youth Rights Clubs that are not limited to YPWDs but that advocate for YPWD rights at primary and secondary level. The clubs will build confidence of YPWDs and contribute to staying longer in school and when out of school, earning a respectable living. Care should be taken to ensure participation of girls with disabilities and the different disability groups. The project could start with schools that have units and secondary schools with large numbers of YPWDs.

Conduct community sensitization on the importance and potential of educating CWDs. The campaign should be conducted by successful YPWDs especially women who are working or are in tertiary institutions. It should be limited to catchment areas of schools with units and schools that the project is intending to support. A household to household approach which the



chairperson of Kasese DPO used is often more effective than community meetings. Young girls with disabilities should be given special focus.

Facilitate dialogue between the district engineers, construction companies and the disability council on accessibility of school premises especially latrines in the target districts. This discussion is timely since Government has released funds for rehabilitation of 700 schools many of which are in the targeted districts.

The project should advocate for the directorate of standards on education to utilise the existing guidelines on SNE supervision. The CCTs should also be trained to include disability in their monitoring of schools and new teachers.

The project should advocate districts to increase the number of employed of SNE teachers. Each county (or each recently created district) should have at least 1 teacher for the deaf and 1 for the blind to start with.

The project should provide or lobby for scholarships for holistic support to YPWDs and especially the poor rural girls with disabilities to attend school. The same should be done to girls who need to proceed to secondary education. For the poor YPWDs scholastic and personal material needs may have to be provided. The YPWDs targeted by scholarship should also be facilitated to receive medical rehabilitation and assistive devices. Abused YPWDs will need to be protected through linkages with cultural, justice and probation systems.

The position for an SNE tutor is already catered for in the core PTC staff establishment but most are not filled. The project should advocate and support the deployment of an SNE tutor in at least one core PTC in each region.

There is need to carry out a separate evaluation of the rehabilitation vocation training centres with the aim of making them strategic to current needs of YPWDs in terms of management, training content and aligning the award with MOES BTVET. The study should include an impact study on the former trainees.

Most wealth creation strategies use groups yet few YPWDs are in groups. There is need to mobilize the YPWDs into groups either as the disabled or with nondisabled. In case of the latter, the nondisabled will have to be sensitised on the potential of partnering with YPWDs. The project needs to help the formation of groups but should not support their existence as this will divert attention to money. These groups could have linkages with the school rights clubs. The facilitation of group formation could start with a few parishes in each district.

The YPWDs who are self-employed need training in managing their business so that they can expand and take advantage of wealth creation schemes.

Three to five large scale employers in each district should be targeted with sensitisation on the benefits of employing YPWDs while preparing YPWDs to be confident and independent hardworking employees. The employers should be visited individually and their establishment jointly assessed for opportunities for the different categories of YPWDs. The tax incentive is no longer attractive so the project may have to devise an award and recognition for best employers of PWDs. Criteria could be developed that includes: number employed, type of disabilities, accessibility in work place, provision of equalizers such as transport to work, sign language interpretation. The pilot project by ODW project could be improved, expanded and replicated elsewhere.



The female YPWDs, the blind and multi-disabled are particularly vulnerable to unemployment. There is need to provide them with priority support to get employment or start their own business especially farming.

Some of the monitoring indicators for education are collected routinely and disaggregated by gender and disability by the MOES. Indicators on employment, empowerment, and participation can be gathered through a separate project management information system (MIS) or through periodic surveys. The 3 NGOs need to identify indicators that are practical and easy to collect such as those listed in the report panels on indicators.

The findings in the report are crucial for the SNE policy that is being developed. The issues on rehabilitation, vocational training and 'wealth creation' programmes are important to the Ministries of social development, finance and health. Recommendations specific to ministries and districts should be disseminated in a friendly format which busy officers can access and refer to frequently.

#### **4.3.2 Central and District Governments**

The central government needs to develop standards and guidelines on inclusive education. From this survey, we recommend a school with boarding facilities at county level should be developed into a hub for SNE with a unit for the deaf or blind or both. Each district should have at least a unit with facilities and teachers for the deaf and blind.

The posting of teachers according to school population and setting of ceilings should weigh CWDs and YPWDs according to a researched ratio per pupil/student. For example children with physical disability could weigh less compared to the blind, deaf and the mentally disabled. The deafblind could weigh the highest. This will ensure SNE teachers are not over burdened and the school administration will not be under pressure to allocate SNE teachers general lessons.

The school facility grant needs to be increased and 15% earmarked for SNE. The 15% is higher than 10% in the PWD act because teaching material for the disabled is very expensive. The central government should provide learning equipment which the districts cannot afford for example Perkins type writers and Braille mathematics equipment.

TTCs should have SNE tutors and the section on SNE in the curriculum should be taught. Emphasis should be placed on the teaching of persons with LDs.

Public service and district service commissions need to review the number and types of SNE inspectors and the number of SNE teachers required for the different categories of districts.

A good practice from Kenya could be considered for adaption by Uganda; that of paying SNE teachers a top up of 10% of basic salary in recognition of the extra workload they carry.

Rehabilitation services should be extended to schools through the school health programme. Physical disability could be managed on a one to one basis. Prevention of blindness and epilepsy could be managed through regular attendance of the nearest health unit and through biennial screening of children with visual problems.

Services to 'vulnerable groups' need to be unpackaged so that the individual groups with their unique vulnerabilities can be appropriately addressed. This is especially so for the disabled who are at the bottom of the vulnerable groups. The PWDs should be consulted about how wealth creation and other development projects can reach them. Government and NGO projects need



to make deliberate effort to search for and include PWDs. A starting point is to include them in project indicators.

#### **4.3.3 National DPOs**

The three DPOs need to design an advocacy strategy in order to follow-up selected recommendations to central and district governments.

The capacity of YPWDs at secretariat level should be built through training, exchange visits and short courses.

The ODW project has limited life span and yet is addressing life changing issues. There is need to identify how the initiatives started by the project can be sustained or concluded after achieving their objectives.

Several wealth creation initiatives are being implemented simultaneously. The survey was informed that the same PWDs who already have an advantage over others are benefiting from several initiatives. The National and district DPOs need to address this issue and support the disadvantaged, hard to reach PWDs access development programmes.

The mobilization to interview points limited representativeness. Through other studies<sup>4</sup>, discussions and this report, it is known that PWDs do not receive information regarding meetings. In addition, lack of guides and permission from caretakers and mobility/transport issues hinder their participation in groups, development programmes and distribution of humanitarian aid. These reasons which have limited their participation development initiatives were at play in data collection. The DPOs need to devise a mechanism to access the hard-to-reach YPWDs with services.

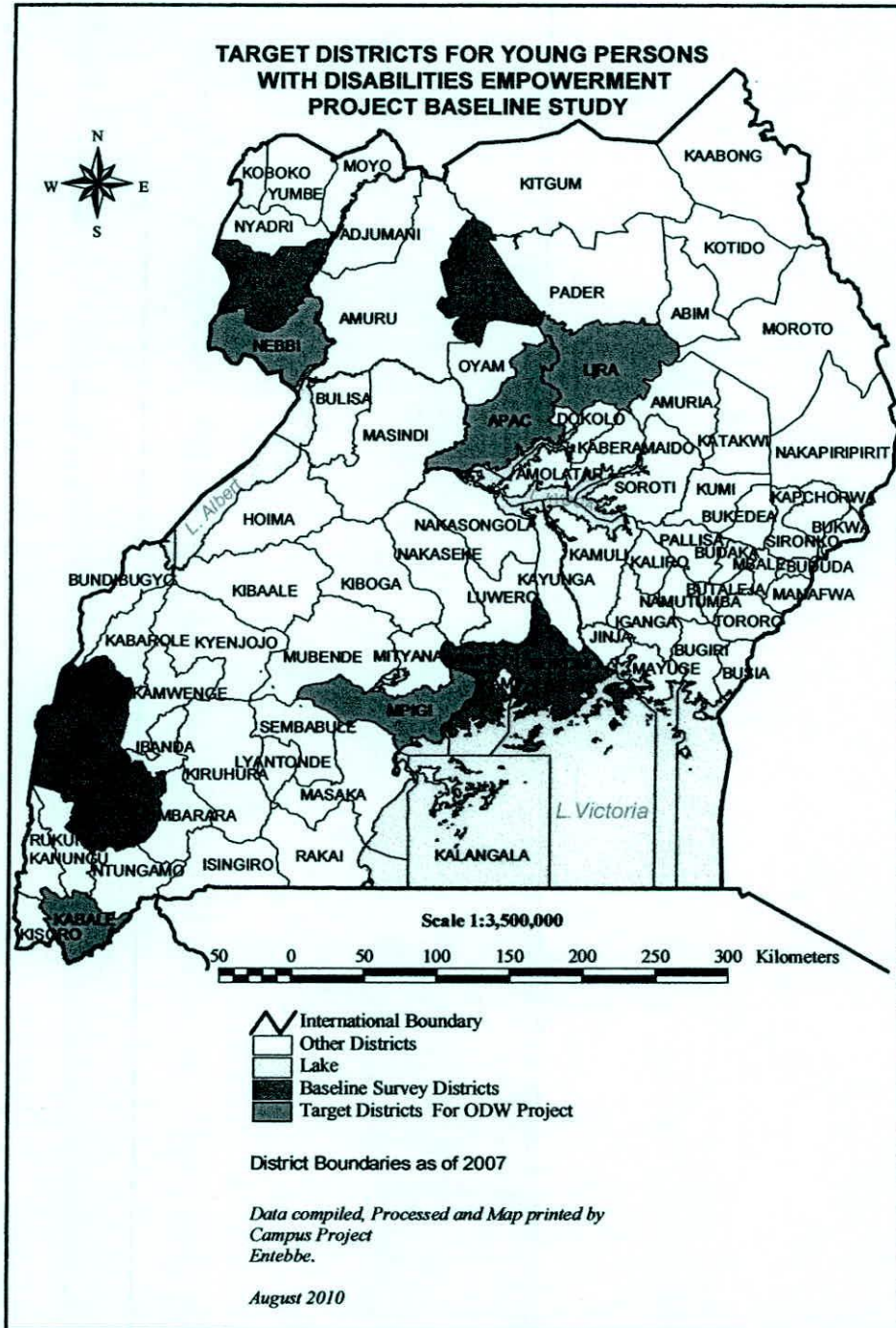
There is need to institute a study on gender and vulnerability following up the hypothesis from this survey that the deeper the marginalization, the less distinct the gender differences.



# Appendix



Appendix NUDIPUI Map of Uganda showing districts visited





## ***II Questionnaire***

### **Questionnaire for the Baseline study 'mainstreaming YPWDs in education and employment'**

1. Name of interviewer

2. Date of interview    1.Day..... 2. Month..... 3.Year .....

3. Village..... 4. Parish..... 5. Sub county.....

6.District    1. Arua    2. Gulu    3.Wakiso    4.Mukono    5.Bushenyi    6. Kasese

7. Place of interview    1. Home    2. School    3. Workplace    9.Other specify

8. Who is answering the questions?    1. Self without interpreter    2. Self through interpreter

3. Parent    4. Grandparent    5. Guardian    6. Sibling    7. Teacher    9. Other specify

#### **Demography**

9. Age..... 10. Gender    M    F

11. What is your birth order in your family? (e.g. 1<sup>st</sup> , 2<sup>nd</sup>) .....

12. How many are you in your current household? .....

#### **Disability Details**

13. What disability do you have?    1. Mobility/physical    2.Blind    3. Low vision    4.Deaf

5. Hard of hearing    6. Deafblind    7.Mental illness    8. Epilepsy    10.Albino

11. Learning disability    12. Multiple disabilities    99. Other specify

14. Disability profile in the family (*Other than yourself*)    a. none

b. Disability Category	c. Number of persons with this disability in the family	d. Relationship with respondent. 1 <sup>st</sup> PWD	e .Relationship with respondent. 2 <sup>nd</sup> PWD
1.Mobility/physical			
2.Blind			
3. Low vision			
4. Deaf			
5. Hard of hearing			
6. Deaf blind			
7. Mental illness			
8. Epilepsy			
10. Albino			



11. Learning disability			
12. Multiple disability			
99. Others specify			

15. Whom do you live with?

1. Living alone    2. Living with parents/relatives    3. Single parents living with children  
 4. Married with family    5. Living with non relatives    6. Institution    9. Others specify

**Education**

16. Can you read(including Braille)?    1. Yes    2. No

17. Can you write (including Braille)?    1. Yes    2. No

18. Are you currently in school?    1. Yes    2.No

19. If yes, what level are you in?

1. P1-P4    2. P 5-P7    3. S1-2    4. S 3-4    5. S5-6    6. Vocational training  
 7. University/institute of higher learning e.g. polytechnic, TTC    9. Other specify.

20. If you are not currently in school, did you ...

1. Complete schooling    2. Drop out    3. Have never studied

21. If you dropped out of school, at which level did you drop out?

1. P1-P4    2. P 5-P7    3. S1-2    4. S 3-4    5. S5-6    6. Vocational training  
 7. University/institute of higher learning e.g. polytechnic TTC    9. Other specify.

22. If there are other disabled people in the family, how many of them are currently in school or have ever been to school? *(Give answer as fraction e.g. 2/3 to imply that out of 3 PWDs, only 2 have ever been to school or are currently in school.)*

23. How many of your siblings have ever been to or are currently in school? *(Give answer as fraction e.g. 4/5 to imply that out of 5 siblings, only 4 have ever been to school or are currently in school.)*

24. What is the level of education of the respondent's head of the household? *(even if this is respondent)*

1. P1-P4    2. P 5-P7    3. S1-2    4. S 3-4    5. S5-6    6. Vocational training  
 7. University/institute of higher learning e.g. polytechnic TTC    8. Never been to school  
 10. I do not know    9. Other specify.

25. Do you/household have any of the following? Tick one or more  
 1. Radio    2. TV    3. Mobile phone  
 5. Bicycle    6. Motorbike    7. Car    8. Thatch house    10. Tin roof house    11. Mategula (roof tiles)  
 12. One or two -roomed home    13. Three rooms    14. Four rooms and more.



**26. Source of Household income (probe)**

a. Source of income	b. Is this a source of family income (1. Yes 2. No)	c. Estimated amount received over the last 12 months (cash or in-kind)	d. Do not know
1. Salary			
2. Wage			
3. Agriculture			
4. Non agriculture			
5. Property Income			
6. Remittances/local			
7. Organisational support			
9. Other specify			
		Total	

**Only PWDs Currently in School** (*Persons with answer 2 in Question 20 should not answer this question*)

**27. How many students/ pupils are there at your school?** (ask teacher or head teacher)

**28. Of these students, how many have the disabilities mentioned here below?** (This includes the respondent) (ask teacher or head teacher)

a. Disability Category	b. Number of pupils/students in your school with this disability as a major
1. Mobility/physical	
2. Blind	
3. Low vision	
4. Deaf	
5. Hard of hearing	
6. Deaf blind	
7. Mental illness	
8. Epilepsy	
10. Albino	
11. Learning disability	
12. Multiple disability	
99. Others specify	



**29. Which class are you currently in? .....**

1. P1-P4    2. P 5-P7    3. S1-2    4. S 3-4    5. S5-6    6. Vocational training  
7. University/institute of higher learning e.g. polytechnic TTC    9. Other specify.

**30. What are the sports and games in your school?**

1. Net ball    2. Foot ball    3. Basket ball    4. Athletics    5. Volley ball    6. Handball  
7. Badminton    8. Rugby    10. Table tennis    11. Pool    12. Hockey    13. cricket  
14. Goal ball    15. Show down (tennis for blind)    16. Shot put (blind)    17. Javelin(blind)  
18. Long jump (blind)    19. Sitting volley ball    20. Sitball (football)    21. Wheelchair  
basket ball    22. None of the above    99. Others specify

**31. Which of those do you participate in?**

1. Net ball    2. Foot ball    3. Basket ball    4. Athletics    5. Volley ball    6. Handball  
7. Badminton    8. Rugby    10. Table tennis    11. Pool    12. Hockey    13. cricket  
14. Goal ball    15. Show down (tennis for blind)    16. Shot put (blind)    17. Javelin(blind)  
18. Long jump (blind)    19. Sitting volley ball    20. Sitball (football)    21. Wheelchair  
basket ball    22. None of the above    99. Others specify

**32. If you do not participate in sporting activities, give reasons why?**

1. They are not accessible    2. Other pupils/students leave me out    3. Teacher/Tutor does not involve me  
4. I feel shy    5. No special games for my type of impairment    9. Others specify

**33. Which other recreational activities (outside formal classroom and PE) are there in your school?**

1. Drama    2. Debating    3. Community work    4. Religious meetings    5. HIV clubs    6.  
Language club    7. Dancing, Music/singing    8. Entrepreneurship    10. Peace clubs    11. Girl  
guides and scouts    12. Red cross    13. Arts and crafts    14. Mathematics club.    15. Science  
club    99. Others specify

**34. Which recreational activities do you participate in?**

1. Drama    2. Debating    3. Community work    4. Religious meetings    5. HIV clubs    6.  
Language club    7. Dancing, Music/singing    8. Entrepreneurship    10. Peace clubs    11. Girl  
guides and scouts    12. Red cross    13. Arts and crafts    14. Mathematics club.    15. Science  
club    99. Others specify

**35. If you do not participate in recreational activities, give reasons why?**

1. They are not accessible    2. Other pupils/students leave me out    3. Teacher/Tutor does not involve me  
4. I feel shy    5. No special games for my type of impairment    6. No interest  
7. Not aware I am supposed to participate    9. Others specify



**For Blind And Partially Sighted PWDs Who Are Currently In School**

36. How many teachers in your school can teach Braille? (ask teacher or head teacher)

37. Can you read and write Braille?

1. Yes      2. No      3. Not necessary, I still have some sight

38. If yes, what is the grade of Braille training? (ask teacher or head teacher)

1. Grade 1(one)      2. Grade 1 ½(One and a half)      3. Grade 2 (two)      4. Do not know

39. Does your school have Braille equipment?      1. Yes      2. No

40. If yes how many of each Braille equipment do you have in your school? How many are functional?  
(ask teacher or head teacher)

a. Equipment	b .Number of equipment at your school	c. Number that are actually functioning	d.Do not know
1. Perkins Brailers			
2.Marburg's (Braille type writer)			
3.Styli			
4.Hand frame			
5. Computer soft ware for the blind (e.g. Jaws)			
6.Pieces of types and toylrframe			
7.Cube frames & Cubes			
8. tape recorder and tapes			
9. others specify			

41. If there is no Braille equipment in school, how do you study?

1. I listen to the teacher's/tutor/lecturer's explanation      2. I ask fellow students to read for me from their text books or note books      3. I use a tape recorder for storage of verbal work      4. Use the little remaining vision      5. I do not study      9. Others *specify*

42. Did you receive training in orientation and mobility?      1. Yes      2. No

43. If yes, who trained you?



1. School teacher    2. CBR worker/volunteer/    3. Mobility instructor    4. Blind People's organisation  
 5. Institution for the blind    6. Taught by peers    7. Taught by parents    9. Others specify

**For Deaf Pwds That Are Currently In School /College**

44. Do you know sign language?    1. Yes    2. No

45. If yes, how fluent are you?    1. Fair    2. Fluent    3. Very fluent

46. Who taught you sign language?

1. School teacher    2. CBR worker    3. Deaf People's organisation    4. Peers    5. Parents    6. NGO  
 9. Others specify

47. How many teachers at your school are able to teach in sign language?

48. If none of the teachers know sign language, how do you learn?

1. Gestures    2. Sign language interpreter    3. Lip reading    4. Reading instructions/notes    5. I miss out  
 9. Others specify

49. Do any of your family members know sign language?    1. Yes    2. No

50. If yes, who taught them?

1. School teacher    2. CBR worker    3. Deaf People's organisation    4. Fellow parents  
 5. NGO    9. Others specify

51. How many pupils/students are in your class/course?.....

52. How many of them can communicate in sign language?.....

53. Do you sign and speak?    1. Yes    2. No    3. Others specify

**For all Disability types and are currently in school**

54. Is there a special way that your teacher makes sure you participate in class?    1. Yes    2. No

55. If yes how?    1. Sits me at the front of class    2. Asks my neighbor to write for me    3. Gives me remedial classes  
 4. Records lesson for me.    5. Reads out the questions and work to be done  
 6. Takes me to the special unit    7. Puts me in a group with nondisabled learners    8. Writes on the black board what he has told others and what others have answered  
 10. Shouts to help me hear  
 11. Speaks close to my ears    12. Gives me extra/special space for the disability    99. Others specify

56. How many friends do you have at school? .....



57. Are your friends disabled? 1. Yes- all are 2. No- none is 3. Some of them are
58. Do you get teased or abused for your disability? 1. Yes 2. No
59. If yes, by who? 1. By Teachers/tutors/lectures 2. Students/pupils 3. Support staff  
4. Siblings 5. Parents/guardian 6. Community members 9. other explain.
60. How often are you teased or abused because of your disability? 1. Everyday 2. About once a week  
3. About once a month 4. About once a term/semester?
61. Have you reported this teasing? 1. Yes. 2. No
62. If yes, to whom did you report? 1. Head teacher/tutor/lecturer 2. Teacher  
3. Prefect/student authority 4. Institution administrator 5. Friends 6. Parents/guardian  
7. LC 8. Police/local defence 10. DPO 11. Traditional leader 99. Others specify
63. Did the person you reported to take action? 1. Yes 2. No

**Q64-69 apply to day scholars**

64. What is the distance from home to school? (Please record the distance in a Kilometers).
65. How long does it take for you to get to school? (Please record time in minutes)
66. On average, how many times in a week do you arrive at school late? .....
67. What are the reasons for coming late?
1. No guide or friend to guide me 2. Bad weather e.g. rain 3. Lack of assistive aid & mobility tools  
4. No fare 5. Unfriendly route 6. Heavy traffic on the way 7. Difficulty in walking  
8. Long distance 10. Late meals 11. A lot of work at home 99. Others specify
68. How often are you absent from school because of your disability? .....
1. About once a week 2. About one to three times a month 3. About one to three times a term/semester?  
4. I never miss school 9. Others specify.
69. What is the cause of the absence?
1. Lack of mobility device 2. Guide is not available 3. Parents prefer me to stay at home and help out  
4. Medical treatment 5. Sick because of disability 9. Others specify

**70. How accessible are the following school/college infrastructure?**

a. Infrastructure	b. Very accessible	c. Accessible with assistance	d. Not accessible	e. Not available
1. Administration				



a. Infrastructure	b. Very accessible	c. Accessible with assistance	d. Not accessible	e. Not available
2. Classroom/lecture hall				
3. Toilet /Latrine Not accessible				
4. Bathrooms				
5. Eating area				
6. School pathways & corridors				
7. Science lab				
8. Library				

**Sanitation in school**

71. How many special latrine stances are there in your school for pupils/students with disabilities? .....

72. If the school has special latrines, are they separate for boys and for girls? 1. Yes 2. No.

73. Do students/pupils with disabilities use them? 1. Yes 2. No

74. If no why?

1. Inaccessible 2. Dirty 3. Locked up 4. Used by teachers only 9. Others specify

75. Is there a handwashing facility? 1. Yes 2.No

76. If yes, is the hand washing facility accessible? 1. Yes 2. No

**Performance (for primary & secondary students only)**

77. What was your class position in your last end of term exam? Write as a fraction of the total in class eg 15/53 to imply respondent was 15<sup>th</sup> out of 53 pupils/students.

**Science Subjects**

78. Are you taking any science subjects? 1. Yes 2. No

79. If no, why?



1. Because of the disability      2. Lack of appropriate equipment and facilities      3. In accessible environment  
 4. Fear of sciences      5. Lack of science teachers      6. I was advised by teachers not to take sciences  
 7. Discouraged by peers      8. I am a girl      9. Others specify

80. If yes, what subjects?

1. Science   2. Agriculture   3. Health science   4. Biology   5. Physics   6. Chemistry  
 7. Home economics/Food and Nutrition   8. Technical drawing   9. Others specify

### Leadership

81. Do you hold or have you held any leadership position in this school/institution?   1. Yes      2. No

82. If yes which position/capacity?

1. Head prefect   2. Prefect      3. Class captain/monitor/course leader      4. Chairperson of Club  
 5. House leader   6. Institution guild      7. Religious leader      8. Member of board or management of school/ institution  
 10. Demonstrated against injustice      99. Other specify

83. In what way do your parents/guardians and siblings support your education?

1. Provide fees   2. Provide uniform, pens and books   3. Provide other school requirements e.g. food, labour  
 4. Help with school work   5. Guide me to school   6. Provide transport to school  
 7. General encouragement and moral   8. Visit me regularly   10. Do not help at all   99. Others specify

### For Those Out Of School

#### Education

84. Have you ever attended school?   1. Yes      2. No

85. If yes, how many years did you school?

86. Why did you leave school?

1. Completed my education   2. No fees      3. Not physically accessible   4. No teachers to teach me  
 5. Far from home   6. Teased by children   7. Mistreated by teacher   8. Became pregnant  
 10. Lack of scholastic material   11. Lack of personal effects   12. Parents died   13. War   14. Parent was single  
 15. Because of frequent illness   99. Others specify

#### Livelihoods

87. What are you currently occupied with that is earning you a living?(probe)

1. Farming(including working on family farm)      2. Fishing      3. Trading   4. Petty trading  
 5. Working as house help      6. Handcraft      7. Artisan      8. Teacher   10. Community worker



(volunteer or paid) 11. Food business/catering 12. Office 13. Nothing  
14. Begging 99. Others specify

88. For those employed, type of employment that brings most income . 1. Permanent government employee 2. Temporary government employee 3. Permanent NGOs employee 4. Temporary NGOs employee 5. Permanent private employee 6. Temporary private employee 7. Self employed (works for him/herself e.g owns farm, business) 8. Family business 9. Others specify.

89. Are you doing/occupied with what you like to do? 1. Yes 2. No.

90. If no, why? 1. I have no choice 2. Only available work 3. This is what the disability allows  
4. Lack of education/skills 5. Lack of capital 6. Others specify

91. If you are not employed, why? Employed includes self-employment.

1. Negative attitude of parent/guardian 2. Negative attitude of community 3. Overprotective parents/guardian 4. Government policies 5. Type of jobs available do not include my skills 6. Lack of skills 7. Inadequate education 8. Available jobs are not friendly to my disability 10. Limited employment opportunities 11. Lack of specialized equipment to overcome disability 12. In accessible workplace 13. Not applicable due to age( 13-15) 99. Others specify.

92. Have you ever received business training? 1. Yes 2. No,

93. If yes, from who?

1. NAADS 2. FAL 3. NGO &CBO 4. DPO 5. Micro financing institutions 6. School/institution  
7. Banks 8. Enterprise Uganda 10. NUSAF 11. PRDP 99. Others specify

94. Type of training? The training was .....

1. Start your business 2. Improve your business. 9 others specify

95. Are there vocational training opportunities in your district?

1. Yes 2. No 3. I do not know

96. If yes, are PWDs participating?

1. Yes 2. No 3. I do not know

97. Are there opportunities in your community for apprenticeship training? 1. Yes 2. No

98. If yes, which? 1. Carpentry 2. Bicycle repair 3. Baking/cookery 4. Tailoring 5. Radio repair  
6. Welding 7. Mechanics 8. Brick making 10. Pottery 11. Alcohol brewing 12. Charcoal burning 13. Beautician training 14. Food processing 15. Animal husbandry 99. others specify

99. Do you know any PWD(s) who is/are learning (or learnt) through apprenticeship? 1. Yes 2. No



**100.** Have you ever accessed credit from a local micro-finance institution for your business/work?

1. Yes      2. No      3. Not applicable due to age (13-18yrs).

**101.** If yes how many times?

**102.** If not, Why?

1. No need      2. Believed would have been refused      3. Too costly      4. Inadequate collateral security  
5. Do not like to be in debt      6. Do not know any lender/lending institution  
7. I am helpless, no one to help me get there      8. I tried & failed      10. Negative attitude from MFI  
99. Others specify

**103.** If yes, What did you use the most recent credit for?

1. Invested in agricultural enterprise      2. Invested in non-agricultural enterprises      3. Cleared debts  
4. Bought land      5. Solved family problems      6. Married new wife      7. Built new house  
8. Invested in trading      10. Used it for personal requirements like radio, beautification  
11. Gave it to spouse      12. Socializing      99. Others specify.

**104.** If credit was applied to business did it improve the business?      1. Yes      2. No

**105.** Did you pay it back?      1. Yes      2. No      3. Not yet due

#### **Participation in Community Groups**

**106.** Are you a member of a ...

1. Youth music or drama group      2. A business group      3. A savings and credit group  
4. A farming group      5. A sports group      6. Health promoting groups      7. DPO  
9. Others specify

**107.** If not why?

1. Not interested      2. Shy      3. Groups do not involve me      4. Refused by care takers  
5. Communication difficulty      6. Disability      7. No such groups in the community      9. Others specify.

#### **Leadership**

**108.** Do you hold any leadership position in the community?      1. Yes      2. No

**109.** If yes which?

1. Local councilor      2. Leadership in church or mosque      3. On leadership of SACCOs or agriculture/ business group  
4. On management of community institution e.g. school, health centre etc  
5. Community volunteer      6. Clan/traditional leadership      9. Others specify.



**110. What common problems for PWDs in this community face? (question is for setting the scene for the next question)Have you ever approached community leaders in a bid to solving problems of PWDs?**

1. Yes      2. No

**111. If yes, what was the response?**

1. Positive and followed by action      2. Positive but no action taken      3. Was ignored  
4. Negative response from community leader.      9. Others specify.

**FOR EVERYONE FILLING THIS QUESTIONNAIRE**

***Health***

**112. Have you ever been examined by a medical worker for the disability?    1. Yes      2. No**

**113. If yes, when was the last time this examination was done?    1. Month..... 2.Year.....**

**114. If not why have you never been examined by a medical worker?**

1. Parents/guardians are not aware    2. Parents/guardians/self cannot afford    3. I did not know I had to be examined  
4.No such service in this area    5.Parents/guardians negative about it  
6. Community negative about it    7. I am not sick    8. Distance is far    10. Use prayers and traditional healers  
99. Others specify

**115. If you have been examined by a medical worker, what help/treatment did you receive?**

1. Advice    2. Medicine    3. Assistive device    4. Surgery    9. Others explain,

**116. Do you require an assistive device and yet you do not have it?    1. Yes      2. No**

**117. If yes which one?**

1. White cane    2. Low vision device    3. Hearing aid    4. Crutches    5. Walking stick  
6.Wheel chair    7. Caliper    8. Special boot    10. Brace    11 Artificial limbs    99.Others specify

**118. Do you require daily medicine for the disability?    1. Yes      2. No.**

**119. If yes, did you take the medicine today?    1. Yes      2.No**

**Reproductive health and HIV & AIDS**

**120. Which pregnancy prevention/family planning methods do you know?**

1. Tying tubes (tuboligation)    2. Pill    3. Injection    4.Norplant    5.Coil    6 . Condom  
7. Abstinence    8. Breastfeeding    10. Timing of cycle/Rhythm Method/moon beads    11. Vasectomy  
12. Emergency contraception e.g morning after pill    13. Do not know any    99. others specify.

**121. Do you have access to Family planning services?    1. Yes    2. No    3.Not relevant because not sexually active**



**122. How is HIV transmitted?**

1. Having unprotected sex with infected person
2. Birth from infected mother
3. Sharing unsterile sharp instruments with infected person
4. Blood transfusion
5. Witchcraft
6. Do not know
9. Other specify

**123. Who gave you information on HIV & AIDS?**

1. Community health worker
2. Community HIV & AIDS volunteer
3. Health worker from health unit
4. Community Leader
5. Teacher
6. Peers
7. Family member
8. DPO
10. NGO/CBO
11. Church/mosque
12. Radio/TV
13. Leaflet/poster/billboard
- 99 others specify.

**For Girls 13-18 years**

**124. Do girls with disability get information about menstruation? 1. Yes 2. No**

**125. Who gives them this information?**

1. Mother/guardian/aunt/grandmothers,
2. Sibling
3. Teacher
4. Friends/peers
5. Boy friends
9. others specify

**126. What do young girls with disabilities use during menstruation?**

1. Sanitary pads
2. Cotton wool
3. Strips of cloths
4. Tried banana suckers
5. Leaves
9. others specify

**127. Who provides these materials in question 125?**

1. Parents/guardians
2. Siblings
3. Boyfriend
4. School
5. NGO
6. The girls themselves
9. others specify

**Thank you very much for answering our questions.**

## ***Tools for qualitative Data Collection***

**NUDIPU Baseline Survey: Guidelines for literature review**

### **1.) Categories of documents**

**a.) Policy documents (Acts, Policies, Strategies, Statutes), Sector Strategic Plans and Investment Plans, Sector Annual Performance Review Reports**

These provide the legal and policy environment guiding, and institutional framework to deliver, the participation of YPWDs in education and employment.

Questions to answer when reviewing:



(explain the answers and quote specific clauses)

1. Does the law/ policy apply to (i.e. cover) YPWDs? How?
2. Are the rights (to education and employment) of YPWDs protected in the law or policy? How?
3. What structures and/or strategies does the law or policy put in place to ensure YPWD's enjoy rights to education and employment?
4. *Assessment of the effectiveness or sufficiency of the law or policy in protecting the rights of the YPWDs: Does the law or policy go far enough in ensuring rights of YPWDs are protected?*
5. Does the Sector Investment Plan provide for investments relating to YPWD's participation in education or employment as the policy provides for?
6. Are there any achievements relating to YPWD's participation in education or employment in the Sector Annual Performance Reports?

#### **b.) Conventions, Declarations, Statements**

As a signatory, Uganda is obliged to implement what is stated in these.

7. Provide the gist of the convention, declaration or statement that relates to YPWD's participation in education and employment

#### **c.) Organisations' reports, studies, strategic papers**

8. Look for information relevant to the subject of YPWD's participation in education and employment. More importantly it should be information that will add value to our study.

## **2.) Findings of the literature review**

From the findings of the review we should be able to report on (provide an overview of):

- Conduciveness of the legal and policy environment
- National commitment to promoting YPWD's participation in education and employment
- Achievements/ results with regard to YPWD's participation in education and employment as a result of policy implementation (from reviewing sector annual performance reviews and other assessments)
- Legal and policy shortcomings/ failures/ gaps with regard to YPWD's participation in education and employment

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## **FOCUS GROUP DISCUSSION (FGD) GUIDE**

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SCHOOL COMMUNITIES, OPINION LEADERS, PARENTS/GUARDIANS, SCHOOL MANAGEMENT COMMITTEES (SMC) AND PARENT TEACHER ASSOCIATION (PTA)

**EDUCATION INSTITUTIONS**



1. What can you tell us about the education of YPWD in your community?
2. What are three most common factors that prevent YPWD from accessing and completing their education?
3. How have cultural beliefs about educating YPWD affected male and female YPWDs?
4. What interventions targeting YPWD have helped them access education and employment in your community? How?
5. What opportunities are available for male and female YPWDs to be employed in your community?
6. What are the main challenges faced by YPWD in seeking employment?
7. Can you tell us what is being done in your community to increase the access of YPWD to education and employment?

#### **HEAD TEACHERS & TEACHERS**

1. What special programmes/interventions do you have in your school to help male and female YPWD access education?
2. What would you say are the key challenges that prevent male and female YPWD from accessing and competing the education cycle?
3. Would you say most school and classroom environments are accessible and conducive for all YPWD to learn?
4. What three key factors would you say prevent male and female YPWD from accessing and completing their education?
5. What could be done to improve access to education by YPWD?
6. What policies and interventions do you know that promote the education of children with disabilities?
7. Can you tell us of any interventions targeting the employment of YPWD in your community?
8. What three key factors would you say prevent male and female YPWD from being employed?
9. What opportunities for employment of YPWD are available in your community?
10. What sector usually employs YPWD and what could help YPWD access employment?



## **PARENTS/GUARDIANS, SMC, PTA, OPINION LEADERS**

1. Can you tell us about types of disabilities you know and the education of male and female YPWD in your community?
2. What are the cultural beliefs about educating people with disabilities?
3. What prevents male and female YPWD in your community from going to school and from completing their education?
4. What challenges do parents and guardians face in educating YPWD?
5. What three key factors would you say prevent male and female YPWD from accessing and completing their education?
6. What policies and interventions do you know that promote the education of children with disabilities?
7. How have interventions targeting YPWD affected their education and access to employment in your community?
8. What opportunities are there for male and female YPWDs to be employed?
9. How do YPWD access information on employment opportunities?

## **QUESTIONS FOR NATIONAL LEVEL INSTITUTIONS**

### **MINISTRY OF EDUCATION**

1. Does the Ministry collect data on the participation of YPWD in education?
2. What are the trends?
3. What is the situation of YPWD participation in the different levels of education (primary, secondary and tertiary) and what are the reasons for this?
4. What is the Ministry doing to promote the participation of YPWD in education in general and specifically in the different levels of education?
5. Are there earmarked funds for education of PWDs? What are the strategies, policies that inform these?
6. If Yes, what do they cover and how are they allocated?
7. What successes has government achieved with regard to promoting the participation of YPWD in education?
8. What challenges does the Ministry face with regard to promoting YPWD's participation in education?
9. Which other stakeholders/ partners is the Ministry working with to promote participation of YPWD in education?
10. What is the plan for Special Needs training? How many people have received SN training? What placements of SN trainers has the ministry made? What are the challenges for provision of SN training?
11. How is the ministry making BTVET accessible to YPWDs?
12. How many YPWDs are enrolled in BTVET?



13. What is the standard design (specifications) of latrines for PWDs recommended by the ministry?

#### **Department of Sports**

14. What is the policy regarding sports in education?

15. Does this cover YPWDs?

16. If no, why not?

17. If yes, what is the policy for YPWDs and how is it being implemented?

18. What sports are promoted for the different types of disabilities (deaf, blind, learning difficulties, wheelchair disabilities)?

19. What is the Ministry doing for the equalisation of opportunities for non-disabled and YPWDs with regard to sports?

20. If yes, how effectively is it being enforced and what are the reasons for this?

### **MINISTRY OF GENDER, LABOUR AND SOCIAL DEVELOPMENT**

#### **Department of Gender**

21. What is government doing at the national level to address gender concerns of PWDs generally and YPWDs in particular?

i. In education?

ii. In employment?

22. What is the assessment of gender policy implementation i.e. effectiveness of policy implementation in relation to PWDs? (This question applies to all departments)

#### **Department of Disability and Elderly**

23. Does the Ministry collect data on the participation of YPWD in education?

24. What is the Ministry doing to promote equalization of opportunities in participation in education and employment among non-disabled and YPWDs?

25. How is the Ministry carrying out advocacy on the issue of YPWD's participation in employment and education?

26. What is being done to promote access to assistive tools/ equipment for YPWDs to enhance their capacity to participate in education?

27. What is the department doing on raising awareness, sensitization and policy influencing, raising issues of PWDs?

28. Sheltered vocational training for PWDs – how many YPWDs have received this training in past 5 years? Are any employed? How many?

#### **Department of Labour**



29. Does the Ministry collect data on the participation of YPWD in the labour force?
30. What is the trend of participation of YPWD in the labour force?
31. What factors hinder YPWDs from effectively participating in the labour force?
32. What labour laws and policies promote the participation of YPWD in the labour force?
33. Are they effectively being enforced/ implemented?
34. If yes, what are the indications of this?
35. If no, why not?

#### **Department of Youth**

36. What is the Ministry doing to ensure equalisation of opportunities among non-disabled youth and YPWD?
37. What policies and interventions are in place targeting YPWDs?

#### **MINISTRY OF HEALTH**

38. What specific health services for PWD does government provide?
39. At which level of health facility are the services available?
40. Does government provide trained personnel for health services for PWDs? Provide details.
41. How does the health sector address health needs of children in school? Of YPWDs in school?
42. What capacities exist and resources made available for screening YPWDs (Early assessment as regulated in the Child Rights Act)
43. How has the Ministry done with regard to dissemination of causes of disability in children?

#### **DISTRICT LEVEL KEY INFORMANT INTERVIEWS**

#### **QUESTIONS FOR EMPLOYMENT AND MICROFINANCE**

#### **EMPLOYMENT**

##### **District Labour Office**

1. Which types of employment are the youth (13 – 25 years) mostly engaged in, in the district?
2. What factors account for this?
3. Are YPWDs participating in the above types of employment? If yes, what proportion (roughly) of YPWD? If not, why not?
4. Is youth unemployment prominent in the district? If yes, what factors hinder youth who are not participating in education from obtaining employment?
5. What initiatives are in place to promote youth employment – government and non-governmental
6. What is the department doing to sensitise the community on employment of YPWDs?
7. Are YPWDs targeted in the initiatives? If yes, how? If not, why not?
8. Does the district have a policy that addresses employment of YPWDs?
9. How does the district translate the labour policy with regard to disability?



### **District Service Commission**

10. Is there a policy on recruiting YPWDs in the District Service?
11. Currently are there any YPWD recruited by the DSC?
12. If yes, how many, type of disability, and what positions do they hold by gender?
13. If no, why not?
14. How many District Service posts were recruited in the past 2 years?
15. How many YPWD applied for District Service jobs in the past 2 years and how many were recruited?
16. Are the application procedures for DSC jobs YPWD-friendly?
17. What initiatives does the DSC have in place to promote YPWD being employed in the DSC?

### **Prominent employer in formal sector**

18. How many employees in your firm/ business?
19. How many are PWDs?
20. Have you ever employed PWDs? If yes, how many, type of disability and for which jobs? If no, why not?
21. Are there apprenticeship opportunities in your firm/business? What criteria is used to recruit for the available apprenticeship opportunities? Are YPWDs considered? If yes, how many have you recruited? If no, why not?
22. What is your opinion on employment of YPWD?

### **Employer in informal sector**

23. How many employees in your firm/ business/ farm/ home?
24. How many are PWDs?
25. Have you ever employed PWDs? If yes, how many, type of disability and for which jobs? If no, why not?
26. What criteria do you use when recruiting employees?
27. Do you know of any YPWDs?
28. Would you consider employing any? If yes, which one and why? If no, why not?
29. Do you know of any YPWD that is employed?

### **Employed youth**

Questions elsewhere

## **MICROFINANCE**

### **Microfinance institution**

1. Are youth accessing microfinance from your institution?



2. What are the eligibility criteria for youth to access microfinance in your institution?
3. How many youth – individuals, groups and projects – have received microfinance from your institution?
4. Are there YPWDs among these?
5. If yes, provide details (number, type of project, gender and purpose for which credit was given)
6. If no, why not?
7. What are the barriers to YPWDs accessing microfinance?
8. What initiatives are there to promote youth in general and YPWD in particular accessing microfinance? (include Government programmes e.g. Rural Finance Services programme, NGOs)

#### **Interview guide for DPOs in district**

1. What is Government policy on education of YPWDs?
2. How is this applied in the district?
3. What challenges of different types of disabilities face in accessing education?
4. As an advocacy group, what has your organisation done about promoting accessing to education of YPWDs?
5. What laws and policies are there on employment of YPWDs?
6. How effective have they been in promoting employment of YPWDs?
7. What type of employment are the YPWDs with different disabilities and gender engaged in?
8. What challenges do YPWDs face in getting employment? Discuss by the different disabilities and by gender.
9. How has the FAL programme benefited YPWDs?
10. What other informal education opportunities exist in the district?
11. What challenges do YPWDs experience in the FAL and other informal education activities?
12. What factors promote the participation of YPWDs in secondary, tertiary and vocational education institutions? Discuss by type of disability and by gender.
13. What are the limiting factors?
14. What interventions have the institutions put in place to address these factors?



15. What are you doing about it as a lobby group?
16. What sporting activities are available for YPWDs
17. How is the local Government supporting sports for YPWDs?
18. What challenges do the YPWDs experience in accessing sporting activities?

#### **National DPOs**

1. What is Government policy on education of YPWDs?
2. How has this been applied by the education sector? Discuss by levels of education.
3. What are the major challenges that face the implementation of policies in regard to education of YPWDs?
4. What are you doing about these challenges as a lobby group?
5. What petitions have you presented and to whom concerning the education of YPWDs
6. What was the response?
7. What factors promote the participation of YPWDs in secondary, tertiary and vocational education institutions? Discuss by type of disability and by gender.
8. What are the limiting factors?
9. How has the FAL programme benefited YPWDs?
10. What other informal education opportunities exist in the district?
11. Is this DPO implementing any project on promoting education of YPWDs?
12. What laws and policies are there on employment of YPWDs?
13. How effective have they been in promoting employment of YPWDs?
14. What type of employment are the YPWDs with different disabilities engaged and gender in?
15. Challenges the DPOs face in promoting employment of YPWDs.
16. What RH and rights projects are you implementing for YPWDs?
17. What effect have they had?
19. What sporting activities are available for YPWDs?
20. How is the Government supporting sports for YPWDs?



21. What is the participation coverage by districts?

#### **YPWDs FGD**

1. How have you related with nondisabled youth in your community/school/institution?
2. How do you get into boyfriend/girlfriend relationships?
3. What measures have you school institution taken to promote education of YPWDs?
4. What challenges do YPWDs face in getting education?
5. What challenges do YPWDs face in relating with nondisabled youth?
6. What are the common problems that youth in general face?
7. How do they affect the different disabilities?
8. How do you get RH information?
9. How do you get RH services?
10. What sporting activities do you participate in?
11. Who participates?

#### **Nondisabled youth interview guide**

1. How have you related with disabled youth in your community/school/institution?
2. Which disability is easiest to relate to and why?
3. What measures have you school institution taken to promote education of YPWDs?
4. What challenges do YPWDs face in getting education?
5. What challenges do YPWDs face in relating with nondisabled youth?
6. What good practices do you witness from disabled youth?
7. What are the common problems that youth face?
8. How do they affect the different disabilities?
9. How do you get RH information?
10. Which sporting activities do you participate in?
11. How about your peers with disability, which sporting activities do they do?



### III Tables of findings

**Table i: Key policies, legislation, and programmes that promote the education of youth with disabilities**

Year	Document	Provisions on education
1995	Constitution of the Republic of Uganda <sup>26</sup>	<p>The Constitution of Uganda, 1995. Article 21 prohibits discrimination against people with disabilities. Uganda is one of the few countries in the world to recognize sign language in its Constitution.</p> <p>30. Right to education. All persons have a right to education</p> <p>32. Affirmative action in favour of marginalized groups.</p> <ul style="list-style-type: none"> <li>• Notwithstanding anything in this Constitution, the State shall take affirmative action in favour of groups marginalised on the basis of gender, age, disability or any other reason created by history, tradition or custom, for the purpose of redressing imbalances which exist against them.</li> <li>• Parliament shall make relevant laws, including laws for the establishment of an equal opportunities commission, for the purpose of giving full effect to clause (1) of this article.</li> </ul> <p>Persons with disabilities have a right to respect and human dignity, and the State and society shall take appropriate measures to ensure that they realise their full mental and physical potential. (2) Parliament shall enact laws appropriate for the protection of persons with disabilities.</p>

<sup>26</sup> Constitution of The Republic Of Uganda, 1995; [http://www.usig.org/Countryinfo/Laws/Uganda/Constitution\\_of\\_The\\_Republic\\_of\\_Uganda\\_1995.pdf](http://www.usig.org/Countryinfo/Laws/Uganda/Constitution_of_The_Republic_of_Uganda_1995.pdf)



1997	Children Act (Cap. 57) <sup>27</sup> Children's Statute	Children with disabilities. The parents of children with disabilities and the State shall take appropriate steps to see that those children are (a) assessed as early as possible as to the extent and nature of their disabilities; (b) offered appropriate treatment; and (c) Afforded facilities for their rehabilitation and equal opportunities to education.
2006	National Policy on Disability <sup>28</sup>	National Policy on Disabilities, 2006, provides a human rights-based framework for responding to the needs of persons with disabilities. In this is the aspect of Education to such.
2007	Persons with Disabilities Act <sup>29</sup>	The Persons with Disabilities Act, 2006, makes provisions for the elimination of all forms of discriminations against people with disabilities and towards equal opportunities.
2004	National OVC Policy <sup>30</sup>	Failed to find this white paper

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<sup>27</sup> CHAPTER 59; THE CHILDREN ACT; *Commencement*: 1 August, 1997.

[http://www.ugandaembassy.com/The\\_Children\\_Act.pdf](http://www.ugandaembassy.com/The_Children_Act.pdf)

<sup>28</sup> *National Policy on disability; 2004*; Ministry of Gender, Labour And Social Development, P.O. Box 7136 Kampala, Uganda

<sup>29</sup> *Persons with Disabilities Act; 2006*; Government Printers.

<sup>30</sup> *National Orphans And Other Vulnerable Children Policy; Hope Never Runs Dry; 2004*; Ministry of Gender, Labour And Social Development, P.O. Box 7136 Kampala, Uganda [http://www.worlded.org/docs/Publications/hiv/ovc\\_policy.pdf](http://www.worlded.org/docs/Publications/hiv/ovc_policy.pdf); [ovcsecretariat@mglisd.go.ug](mailto:ovcsecretariat@mglisd.go.ug)



1997	Universal Primary Education <sup>38</sup>	<p>The Universal Primary Education Act, makes it financially possible for families to send their disabled children to school by providing free primary education to four children in every family, including disabled children.</p> <p>The Government has an inclusive education policy. The policy however, states that children and adults with severe disabilities, including those who are profoundly deaf, are better assisted in education in special classes or special schools (MoES, 2005)<sup>31</sup>. The general primary school enrollment has tripled since the Government scaled up its investments in the education sector and introduced Universal Primary Education (UPE) in 1997, including free though not compulsory primary school education for up to four children from each Ugandan family<sup>32</sup>.</p> <p>Still, very few children with disabilities go to school and huge problems remain, including appropriate instructional materials like Braille material and books in Braille, audio equipment, and qualified teachers<sup>33</sup>. Furthermore, UPE has created a high demand for secondary education<sup>34</sup> which is not yet being addressed by the government in respect to accessibility for children/youth with disabilities<sup>35</sup>.</p> <p>However the public universities now admit students with disabilities on the basis of affirmative action. Makerere University for example admitted four male students with disabilities on the Government Scheme in 2009<sup>36</sup>.</p>
2007	Universal Secondary Education <sup>37</sup>	Failed to find this white paper

<sup>37</sup> The education (pre-primary, primary and post-primary) act, 2008; Supplement no. 8 29th August, 2008; Acts Supplement; Printed by UPPC, Entebbe, by Order of the Government. [education.go.ug/EducationAct.pdf](http://education.go.ug/EducationAct.pdf)



	Policy on BTVET	The Business, Technical, Vocational Education and Training (BTVET) Act, No. 12, 2008, promotes equitable access to education and training for all disadvantaged groups, including disabled people.
2008	Education Act 2008	In this act, it points out two important statements <ul style="list-style-type: none"> <li>• Basic education shall be provided and enjoyed as a right by all persons.</li> <li>• make the school pupil friendly and especially to the girl-child and pupils with disabilities;</li> </ul>
	Equal Opportunities policy	The Equal Opportunity Act, 2006, and the Employment Act (No. 6), 2006, both prohibit discrimination of persons in employment based on disability. According to the EQUAL OPPORTUNITIES COMMISSION ACT, 2007 “equal opportunities” means having the same treatment or consideration in the enjoyment of rights and freedoms, attainment of access to social services, education, employment and physical environment or the participation in social, cultural and political activities regardless of sex, age, race, colour, ethnic origin, tribe, birth, creed, religion, health status, social or economic standing, political opinion or disability;



	<p>Millennium development Goals<sup>38</sup></p>	<p>Education is development. It creates choices and opportunities for people, reduces the twin burdens of poverty and diseases, and gives a stronger voice in society. For nations it creates a dynamic workforce and well-informed citizens able to compete and cooperate globally – opening doors to economic and social prosperity.</p> <p>The 1990 Conference on Education for All pledged to achieve universal primary education by 2000. But in 2000, 104 million school-age children were still not in school, 57 percent of them girls and 94 percent were in developing countries – mostly in South Asia and Sub-Saharan Africa. The Millennium Development Goals set a more realistic, but still difficult, deadline of 2015 when all children everywhere should be able to complete a full course of primary schooling.</p>
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<sup>38</sup> Millennium Development Goals; [http://en.wikipedia.org/wiki/Millennium\\_Development\\_Goals](http://en.wikipedia.org/wiki/Millennium_Development_Goals)



1993	UN Standard Rules on the Equalisation of Opportunities for PWDs <sup>39</sup>	<p>States should recognize the principle of equal primary, secondary and tertiary educational opportunities for children, youth and adults with disabilities, in integrated settings. They should ensure that the education of persons with disabilities is an integral part of the educational system.</p> <ol style="list-style-type: none"> <li>1. General educational authorities are responsible for the education of persons with disabilities in integrated settings. Education for persons with disabilities should form an integral part of national educational planning, curriculum development and school organization.</li> <li>2. Education in mainstream schools presupposes the provision of interpreter and other appropriate support services. Adequate accessibility and support services, designed to meet the needs of persons with different disabilities, should be provided.</li> <li>3. Parent groups and organizations of persons with disabilities should be involved in the education process at all levels.</li> <li>4. In States where education is compulsory it should be provided to girls and boys with all kinds and all levels of disabilities, including the most severe.</li> <li>5. Special attention should be given in the following areas: <ul style="list-style-type: none"> <li>✓ Very young children with disabilities;</li> <li>✓ Pre-school children with disabilities;</li> <li>✓ Adults with disabilities, particularly women.</li> </ul> </li> <li>6. To accommodate educational provisions for persons with disabilities in the mainstream, States should: <ul style="list-style-type: none"> <li>✓ Have a clearly stated policy, understood and accepted at the school level and by the wider community;</li> <li>✓ Allow for curriculum flexibility, addition and adaptation;</li> <li>✓ Provide for quality materials, ongoing teacher training and support teachers.</li> </ul> </li> </ol>
<p><sup>39</sup> UN Standard Rules on the Equalization of Opportunities for Persons with Disabilities, United Nations GA/RES/48/96; 85<sup>th</sup></p>		<p>7. Integrated education and community based programmes should be seen as complementary approaches in providing cost-effective education and training for persons with disabilities. National community-based programmes should</p>



1994	Salamanca Statement on education for all <sup>40</sup>	<p>This statement emphasizes following:  The right of every child to an education is proclaimed in the Universal Declaration of Human Rights and was forcefully Reaffirmed by the World Declaration on Education for A l l.</p> <p>Every person with a disability has a right to express their wishes with regard to their education as far as this can be ascertained. Parents have an inherent right to be consulted on the form of education best suited to the needs, circumstances and aspirations of their children.</p> <p>The guiding principle that informs this Framework is that schools should accommodate all children regardless of their physical, intellectual, social, emotional, linguistic or other conditions. This should include disabled and gifted children, street and working children, children from remote or nomadic populations, children from linguistic, ethnic or cultural minorities and children from other disadvantaged or marginalized areas or groups. In the context of this Framework, the term 'special educational needs' refers to all those children and youth whose needs arise from disabilities or learning difficulties. Many children experience learning difficulties and thus have special educational needs at some time during their schooling. Schools have to find ways of successfully educating all children , including those who have serious disadvantages and disabilities</p>
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plenary meeting; 20 December 1993; <http://www.un.org/documents/ga/res/48/a48r096.htm>

<sup>40</sup> The Salamanca Statement and Framework for Action on Special Needs Education; adopted by the world conference on special needs education: access and quality; salamanca, spain, 7-10 june 1994; printed in unesco 1994. E d-94/ws/ 1 8; [www.ecdgroup.com/download/gn1ssfai](http://www.ecdgroup.com/download/gn1ssfai).



1992	UN Convention on the rights of the child <sup>41</sup>	<p>Article 7 - Children with disabilities</p> <p>1. States Parties shall take all necessary measures to ensure the full enjoyment by children with disabilities of all human rights and fundamental freedoms on an equal basis with other children.</p> <p>2. In all actions concerning children with disabilities, the best interests of the child shall be a primary consideration.</p> <p>3. States Parties shall ensure that children with disabilities have the right to express their views freely on all matters affecting them, their views being given due weight in accordance with their age and maturity, on an equal basis with other children, and to be provided with disability and age-appropriate assistance to realize that right.</p>
	Jomtien Declaration on special needs education <sup>42</sup>	<p>Every person — child, youth and adult — shall be able to benefit from educational opportunities designed to meet their basic learning needs. These needs comprise both essential learning tools (such as literacy, oral expression, numeracy, and problem solving) and the basic learning content (such as knowledge, skills, values, and attitudes) required by human beings to be able to survive, to develop their full capacities, to live and work in dignity, to participate fully in development, to improve the quality of their lives, to make informed decisions, and to continue learning. The scope of basic learning needs and how they should be met varies with individual countries and cultures, and inevitably, changes with the passage of time.</p>

<sup>41</sup> Convention on the Rights of the Child; 1990; <http://www2.ohchr.org/english/law/crc.htm>

<sup>42</sup> World Declaration on Education for All; Meeting Basic Learning Needs; Adopted by the World Conference on Education for All ;Meeting Basic Learning Needs; Jomtien, Thailand, 5-9 March 1990; [www.unescobkk.org/fileadmin/user.../efa/JomtienDeclaration.pdf](http://www.unescobkk.org/fileadmin/user.../efa/JomtienDeclaration.pdf)

	Dakar declaration <sup>43</sup>	This framework among others stated that by 2015, all children particularly girls, children in difficult circumstances and those belonging to minorities would have access to completely free and compulsory primary education of good quality.
2006	UN Convention on the rights of PWDs <sup>44</sup>	This is currently the key instrument at the international level concerning the inclusion of persons with disabilities. The Convention is a powerful instrument in the struggle for access to equal rights and enhancement of the dignity of persons with disabilities.
		In principle provides support for access to primary education to all children of school going age without any discrimination
		In principle provides support for access to secondary education to all children who fulfill the requirement of 28 points without any discrimination

**Table ii : YPWD Respondents by District**

District	Freq .	Percent
A r u a	4 6	15 .28
G u l u	5 3	17 .61
W a k i s o	5 3	17 .61
M u k o n o	4 2	13 .95
B u s h e n y i	5 5	18 .27
K a s e s e	5 2	17 .28
T o t a l	3 0 1	1 0 0

**Table iii: Distribution of disability type among school going YPWDs ages 13-18**

<sup>43</sup> Education for all; Dakar framework of action; Adopted by the World Education Forum in Dakar, 2000; <http://unesdoc.unesco.org/images/0012/001211/121147e.pdf>

<sup>44</sup> UN Convention on the Rights of Persons with Disabilities; 2006; [http://en.wikipedia.org/wiki/Convention\\_on\\_the\\_Rights\\_of\\_Persons\\_with\\_Disabilities](http://en.wikipedia.org/wiki/Convention_on_the_Rights_of_Persons_with_Disabilities)



Type of disability	N	Total no. in school	% in school
Mobility/physical	32	25	78.1
Blind	14	14	100
Low vision	16	15	93.8
Deaf	38	31	81.6
Hard of hearing	11	11	100
Mental illness	9	7	77.8
Epilepsy	13	8	61.5
Learning disability	8	7	87.5
Multiple disabilities	23	11	47.8
Other	7	3	42.9
<b>Total</b>	<b>172</b>	<b>132</b>	<b>77.2</b>

Table iv: Secondary Education enrolment by disability and gender

District		2004[20]			2008[21]			Variance in proportion
		Total enrolment	Total SWDs	Proportion* as %	Total enrolment	Total SWDs	Proportion* as %	
Arua	M	15488	302	1.9	11758	130	1.1	-0.8
	F	8396	167	2.0	8781	79	0.9	-1.1
	T	23884	469	2.0	20539	209	1.0	-0.9
Gulu	M	5717	107	1.9	9315	82	0.9	-1.0
	F	2907	37	1.3	5110	34	0.7	-0.6
	T	8624	144	1.7	14425	116	0.8	-0.9
Mukono	M	11534	153	1.3	25762	261	1.0	-0.3
	F	11903	138	1.2	27696	351	1.3	0.1
	T	23437	291	1.2	53458	612	1.1	-0.1
Wakiso	M	32996	346	1.0	41713	480	1.2	0.1
	F	38135	417	1.1	45647	703	1.5	0.4
	T	71131	763	1.1	87360	1183	1.4	0.3
Bushenyi	M	13491	312	2.3	17522	88	0.5	-1.8
	F	14006	449	3.2	20245	134	0.7	-2.5
	T	27497	761	2.8	37767	222	0.6	-2.2
Kasese	M	7866	74	0.9	14134	69	0.5	-0.5
	F	5939	60	1.0	11081	63	0.6	-0.4

	T	13805	134	1.0	25215	132	0.5	-0.4
TOTAL	M	87092	1294	1.5	120204	1371	1.1	-0.3
	F	81286	1268	1.6	118560	1364	1.2	-0.4
	T	168378	2562	1.5	238764	2735	1.1	-0.4

**Table v: Proportion of 2007/08 cohort from P7 to S1 for all pupils and for pupils with disabilities**

District	All pupils			Pupils with disability			
	Enrolment P7 2007	Enrolment S1 2008	% drop out	Enrolment P7 2007	Enrolment S1 2008	% drop out	Variance
Arua	8337	5044	0.6	582	65	0.1	0.5
Gulu	7943	3699	0.5	165	25	0.2	0.3
Mukono	17940	13682	0.8	413	118	0.3	0.5
Wakiso	21278	17035	0.8	200	232	1.2	+0.4
Bushenyi	15771	10597	0.7	207	39	0.2	0.5
Kasese	9161	7627	0.8	194	51	0.3	0.6
Total	80430	57684	0.7	1761	530	0.3	0.4

**Table vi: Knowledge of Family Planning (FP) and HIV Transmission by District for Female YPWDs**

District	Knowledge of at least 2 methods of FP	%	Knowledge of at least 2 methods of spread of HIV	%
Arua	12	18.8	15	22.1



Gulu	16	25.0	17	25.0
Mukono	5	7.8	5	7.4
Wakiso	7	10.9	11	16.2
Bushenyi	10	15.6	11	16.2
Kasese	14	21.8	5	7.4
<b>TOTAL</b>	<b>64</b>	<b>100</b>	<b>68</b>	<b>100</b>

	<b>Knowledge of at least 2 methods of FP</b>	<b>%</b>	<b>Knowledge of at least 2 methods of spread of HIV</b>	<b>%</b>
<b>Total</b>	64 out of 139 females	46.0%	68 out of 139 females	48.9%

46% of the females in the study knew at least 2 family planning methods. 49% knew at least 2 methods of HIV transmission.

Of the Female YPWDs who had knowledge of at least 2 family planning methods, 18.8% were from Arua. Gulu and Kasese were the most knowledgeable while Mukono had the smallest of its proportion of females who knew at least 2 FP methods.

Which are the 3 top recreational activities that the respondents participated in most (Qn 34)

### Employment

**Table vii: Employment status of out-of-school YPWD aged 19-25 by disability type**

<b>Disability type</b>	<b>N</b>	<b>Employed</b>	<b>% employed</b>
Mobility/physical	37	25	67.6
Low vision	3	1	33.3
Deaf	10	9	90.0

Hard of hearing	4	4	100
Multiple disability	4	1	25.0
Other	2	2	100

**Table viii: The Government vocational training centres**

Centre/ Workshop	District	Region
Mpumudde Vocational Rehabilitation Centre	Jinja	Eastern
Ruti Vocational Rehabilitation Centre	Mbarara	Western
Ogur Rehabilitation Centre	Lira	Northern
Lweza Vocational Rehabilitation Centre	Wakiso	Central
Ocoko Rehabilitation Centre	Arua	Northern
Kireka Rehabilitation Centre	Wakiso	Central
Jinja Sheltered Workshop	Jinja	Eastern
Mbale Sheltered Workshop	Mbale	Eastern

**Table ix: Participation in sports among in-school YPWDs by disability type**

Disability type	N	Participate in sports	
		Yes	No
Mobility/physical	29	65.5	34.5
Blind	16	93.8	6.2
Low vision	19	89.5	10.5
Deaf	43	100.0	0.0
Heard of hearing	12	83.3	16.7
Mental illness	8	87.5	12.5
Epilepsy	9	88.9	11.1
Learning disability	8	87.5	12.5
Multiple disability	13	84.6	15.4
Other	4	100.0	0.0
<b>Fisher's exact sig. = 0.005</b>			



Bar chart i:

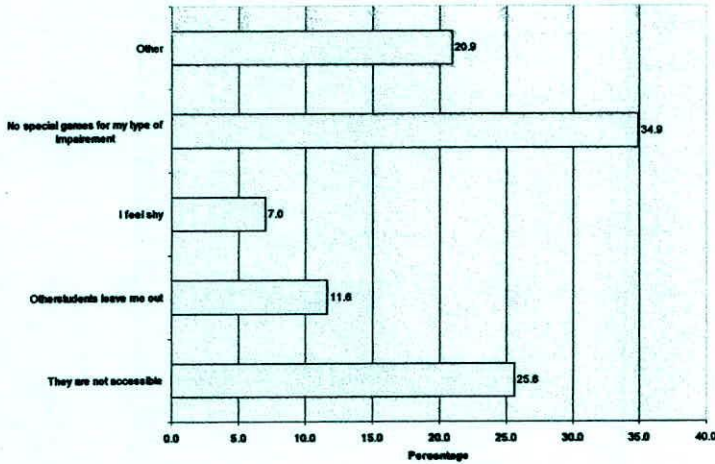


Figure 6: Reason for not participating in sports

## Appendix IV

### Programme for Orientation of Baseline study on education and employment of YPWDs

#### Objective of the orientation meeting

- To familiarize the consultants with disability culture
- To inform the consultants about NUDIPU/UNAD/UNAB's expectations regarding mode of operation of the assignment
- To gather the clients inputs on the survey tools.

Time	Activity	Responsible person	Preparatory work
9.00 -9.30 am	Registration	Esther	Inform Esther and Maria, prepare registration forms,
9.30-9.45 am	Welcome remarks, introductions & overview of programme	NUDIPU	
9.45-10.00 am	Presentation of Objectives & Responses by participants	Mugote	Have them brailled
10.00-11.00am	Orientation of consultants	Representatives of NUDIPU, UNAD, UNAB	
<b>11-11.30 am</b>	<b>TEA BREAK</b>	<b>NUDIPU</b>	
11.30-12.00	Wrap up orientation	NUDIPU	
12.00-12.30pm	Overview of baseline methodology	Angela	photocopied
12.30-1pm	Questionnaire	Alice	photocopied
<b>1.00-2.00pm</b>	<b>Lunch</b>	<b>NUDIPU</b>	
2.00-2.30pm	Questionnaire		



2.30-3.00pm	Tools for DPOs, Youth & Parents	Mugote	Have them brailled
3.00-3.30pm	National level institutions	Angela	
3.30-4.00pm	District level technical & political officials, educational institutions	Viola	Check universities
4.00-4.30pm	Employers and microfinance institutions	Angela	
4.30-5.00pm	Mobilisation plan	Alice	
5.00-5.30pm	Evaluation, Wrap up & close	Mugote NUDIPU	

### ***Guidelines to districts for Baseline study on education and employment of YPWDs***

The baseline survey has two parts to it. One part is the quantitative study that will be conducted by two research assistants using a questionnaire. The second will be carried out by two consultants will use qualitative methods to collect data.

#### **Quantitative study**

Lists for persons to be mobilized / arranged for the quantitative baseline study on education and employment of YPWDs

50 YPWDs in each district within the age group 13-25 years disaggregated in the following way:

- 10 with physical disability
- 10 blind and severe visual impairment and deaf blind
- 10 deaf
- 10 with learning disability
- 50 with epilepsy
- 2 with mental illness
- 2 albinos.
- Any of the above in combination (multiple disabilities).

As far as possible half should be female. The YPWDs may be selected from neighbouring parishes if the number cannot be reached in the target parishes especially for rare disabilities like albino.  
As far as possible half should be out of school YPWDs.

They should be selected from two subcounties –one of which is more developed socioeconomically and another less developed.

From each sub-counties two parishes should be selected.

The interviewer will spend one day in each parish and interview 10-15 YPWDs from the parish.  
2 interviewers will carry out the questionnaire interview.

They will require a guide in each parish.

**Schedule for interview in each district**

Day	Day 1	Day 2
Interviewer with guide	Parish 1 subcounty A	Parish 2 subcounty A
No of YPWDs	10-15	10-15
Interviewer with guide	Parish 1 subcounty B	Parish 2 subcounty B
No of YPWDs	10-15	10-15

**Qualitative Study**

The district DPOs need to mobilize the following for interviews over 2 days. Concurrent meetings can be made since there will be two consultants in the districts.

Level	Education Institution	Others
Sub-county (2 per district)	Two primary school in each sub-county	FAL teacher and students with disabilities PWD leaders, CDOs, Chiefs, LCs, sub-county technical committees, religious leaders, NGOs.
District level	One USE One resource centre One school with unit for PWDs	Committee on social services, on education, labour officer, CDO, DEO, CCT Prominent employer formal, non-formal employer, NAADS training, microfinance training, NGOs.
Regional	One PTC One vocational training school One University	One informal (non FAL) institution eg cookery classes,

Thank you very much. We look forward to coming to your district and working with you.

Dr. Alice Baingana Nganwa



**Lead Consultant.**

## ***Appendix V.***

### ***List of district, national political and technical staff interviewed:***

<b>Name</b>	<b>Position</b>	<b>Level</b>
Nabatanzi Agness	Deputy head teacher Kavumba Church of Uganda P/S	Wakiso District
Ssekagiri	District community development officer	Wakiso district
Ssaava	Male councilor for PWDs	Wakiso sub county
Kigundu Appolo	Head teacher Saphi Integrated p/s	Wakiso district
Sserwanga Lydia	Deputy head teacher Bishops west p/s	Mukono district
Damulira Robert	Chairman Bukungya Ngogwe development association (BUNGODEA)	Mukono Musicality
Muyangya Ssenyonga	Mayor	Mukono municipality
Muramagi Nicolas	Secretary general national council of sports	National level
REV. Suubi R	Deputy head teacher Mukono high school	Mukono district
Katende David	Registrar in charge of SNE Sankita Maria PTC. Nkokongeru	Tertiary institutions
Alenyo Daniel	Officer in charge of SNE desk UNEB	National level government strictures
Basoita Godfrey	Programme officer labour market project	UNAPID DPOS National
Locoro Victa	Deans office faculty of SNE Kyambogo university	Universities
Muhumuza Serestine	District labour officer	Wakiso district
Naluwoza Betty	Community development officer	Wakiso district

Bongole Wamala Erifaz	District education officer in charge SNE	Wakiso district
Ssemwogerere S Sulpisio	Secretary gender	Wakiso district
Mukasa Florence	Programme officer UNAD	National DPO
Deputy in charge of training Lugogo vocation	National level	
Zuwa Mere	Mother to a CWD	Mukono district
Mrs. Angela Luyiga	Disabled mother	Mukono district
Apio Agnes	Mother to a CWD	Mukono district
Annet Ssua	Mother to a CWD	Mukono district
Stella Nabbowa	Mother to a CWD	Mukono district
Kayinda Specioza	Mother to a CWD	Mukono district
Ssemakula Timothy	Father to a CWD	Mukono district

**LIST OF PEOPLE INTERVIEWED: GULU & ARUA**

District	Organisation	Name	Position	Level
Gulu	Wawoto Kacel cooperative (Comboni Samaritans)	Otto Dennis Rugumayo	Human Resource Officer	
	Wawoto Kacel cooperative (Comboni Samaritans)	7 non-disabled young women and HIV positive child mothers	Making crafts for the cooperative to earn a living	
	Gulu Core PTC	Were Abrahams	Principal	
	District Education Office	Rev Ochieng Mr Obot	DEO DIS	
	LCV	Mr MackMot	Vice Chairman	
	Gulu University	7 youth with Disability	Students	
	Ongako Sub-County		CDO, Sub-county Chief, LCIII	
	Disabled Peoples groups	Ngolo Peringe & Ngolo pe two disabled people's groups	Members	
	Gulu women empowerment, development & globalisation Community Services Offcier	Judith Angwech	Executive Director	
	Rehabilitation Officer	Jimmy Orut	Gulu District Local Government	
		Perry Jawoko	Gulu District Local Government	
	Lacan bene dano Disabled group	3 Physically disabled men working together	Managers of Association	
Arua	Oluko Sub-county	-Councillor Anipi Parish -Parish Chief -Parish Priest -Councillor for the disabled		
	Oluko sub-county (Budrabe Chapel)	Adebo John Acema Salvatore Silivio Buatru	Finance & Admin Member Catechist	
	Oluko sub-county	4 Non-disabled youth	Farmers	
	Oluko sub-county (Aluwa Primary School)	6 teachers including a SNE teacher		
	District Education Office	Osoa Flavia Droti	Senior Education Officer	



	LCV	Mr Sabo	Vice Chairperson	
	District Labour Office	Mr Inziku Adrabo Richard	Asst. Labour Officer	
	Arua Municipality	Dr Taban Luke Talim Beatrice Jean Longo	NAADS Coordinator CDO	
		Lekum Emily Fidri Phillip	Student Student	
	Arua PTC	Mr Gesa Kabasa Mr Egweu George	Principal DPO	
	Arua Demo. School		Head Teacher	
	Obalanga Garage	Ejoma Swalleh	Manager	Prominent Employer

#### KASESE DISTRICT

##### ✚ Nyakasanga Primary school

1. M/s Kemigisha Mary - Deputy Head Teacher
2. M/s. Bagambe Seforose- teacher
3. Mr. Bawbale Moses – SN Teacher

##### **Pupils**

1. Biira Maureen
2. Muhindo Bismarch
3. kaawa Jasman

##### ✚ Asamu Model Sec School

1. Mr Ahinbisibwe Innocent – Deputy Head Teacher
2. Mr Bwabale Stephen - Teacher
3. Prize Mariam- Bursar

##### **Students**

1. Mbabazi Jane
2. Kyoheirwe Elizabeth
3. Asimwe Scovia
4. Musiimenta Rosette

##### ✚ KADUPEDI –the deaf youth FGD

1. M/s Biira Juliet -24 years
2. Mr Bwabale Bernard -22 years
3. Mr Kasurungi Daniel -23 years
4. Mr Muhindo Julius -23 years
5. Mr Muhindo Modesai -19 years
6. M/s Mbughalo teopista -20 years

##### ✚ Kasese Municipality

1. Itungo Elizabeth – Labour officer
2. Baluku Calvin - Assisatnt CDO

⚡ Kasese district

1. Mr Kitanya Sowedi - probation officer
2. Mr Muhindo Jacob -chairperson for disability
3. Mr Tugume Dan - district labour officer
4. M/s Muhindo Rehemah- Secretary for Social services at district
5. Dr. Peter Mukumbi – DHO

⚡ Kasanga primary

1. M/s Muliwambi Claudia – Head teacher
2. Mr.Mbusa Brian - p.6 Teacher
3. Muhindo Margret - Senoir Woman Teacher
4. Basingire Kule Moses - P.3 Teacher
5. Kiiza Luke - p.6 Teacher
6. Marizoze Ssembagala PTA
7. Mr. Purunan Kyabuhandi Parent

Pupils

1. Masika Joviah
2. Masika Agnes
3. Ngabake Rose
4. Bwabale Alfred

⚡ Bwera sub-county

1. Mr. Agaba Wilson - chairman LC III
2. M/s Kabugho Justine –sub-county chief
3. Mr. Balaka Edward - NAADS chairman farmer forum
4. Mr. Biisomwa Ezakeri –CDO
5. Mr. Baluku Enos -FAL instructor
6. Mr. Bwirahi Baluku –Senior Health Assistant
7. Mr. Zobindo Jnae - secretary for Gender and councillor for women

⚡ Rukoki Model primary school-inclusive

1. Mr. Musa Sadala - Deputy Head teacher
2. M/s Kakukiremu Jolly -P.1 Teacher
3. M/s irungi Diana - sign langauge teacher
4. M/s Mwajuma - sign language teacher
5. M/s Kbajuma Grace –Senoir woman teacher
6. M.r Kabagambe Julius –incharge of the blind and teacher
7. Mr. Asaba Godfrey –PTA Chairman
8. Kakukirmu Jolly- meber PTA
9. Koliko Musa – Opinion leader

Pupils

1. Masereka Tadeo P.6 – Blind
2. Biira Monica P.7- Blind



## BUSHENYI DISTRICT

- ⚡ Kyamuhunga sub-county
  1. Mr. Mushokye Ignitius –chairman LC III
  2. Mr. Muganzi Francis – Sub-county Chief
  3. M/s Quin Mutyaba –sec for disability and Councillor LC III
  4. M/s Kengazi Tarasira – FAL Instructor
  5. Dr. OJadria Mali Pax – NAADS coordinator
- ⚡ Bushenyi Town council
  1. Mr. Itenga David -Town clerk
  2. Mr. Musinguzi Boaz –NAADS coordinator
  3. M/s Annet Kyomuhendo –CDO
  4. Mr .Sam Kahimbi – Mayor
  5. Mr. Kabagambe Daniel –LC III men’s Councillor- Disability
  6. M/s Atusiime Catherine - LC III women’s councillor –Disability
- ⚡ Ishekye primary school –inclusive
  1. Mr. Byabagambi John –Head teacher
  2. M/s. Komugisha Naome –senior woman
  3. Mr. Kambaze Godfrey
  4. Mr. Wilson Bamutuba – Management Committe / Religious leader
- ⚡ St Johns S.S Nyabwina –USE inclusive
  1. Mr. Ashaba John – Head teacher
  2. M/s Nampa Jessica -teacher
  3. M/s Asiimwe Vicent Teacher
  4. Mr. Kirarungira Henry Teacher
  5. Mr. Obwola - SNE teacher

## Students –FGD

1. Komugisha Susan
2. Ninsiima Dauphine
3. Arineitwe Felix
4. Atwine Wycliffe

## KASESE DISTRICT

NAME	PLACE	POSITION HELD
Komushana grace	Nyakasonga primary school	deputy
Ahimbisiibwe	Asamu model school	
Babuwe Steven	Asamu model school	
Praise mariam	Asamu model school	school bursar
Isingoma Adam	Asamu model school	pupil
Kakishi johnson	Asamu model school	pupil
Mumbere Mu-umuni	Asamu model school	pupil
Mutebi Abdul Kadir	Asamu model school	pupil
Kayondo Moses	Asamu model school	pupil
Itungu Elizabeth	Assisstant labour officer	

Baluku Calvin Lawrence Tirungaya	Assisstant CDO Kasese Town Council	Senior Education Officer Special Education inspector
Khurusing Masikaq Mosh Baguma Latif	Municipal disability council	Chairperson
Kiiza Elkanah	St. charles Senior Vocation School,Bwera Sub- county	Deputy Headteacher
Muhindo Annet	St. charles Senior Vocation School,Bwera Sub- county	Pupil
Biira Geneva	St. charles Senior Vocation School,Bwera Sub- county	Pupil
Nyamusana Grace	St. charles Senior Vocation School,Bwera Sub- county	Pupil
Kabuluha Selevest	St. charles Senior Vocation School,Bwera Sub- county	Pupil
Bwambale Atanus	St. charles Senior Vocation School,Bwera Sub- county	Pupil
Nyangoma Loyce	St. charles Senior Vocation School,Bwera Sub- county	Pupil
Kimole Mackline	St. charles Senior Vocation School,Bwera Sub- county	Pupil
Kinaba Morris	St. charles Senior Vocation School,Bwera Sub- county	Pupil
Masika Scovia	St. charles Senior Vocation School,Bwera Sub- county	Pupil
Kabugho Doreen	St. charles Senior Vocation School,Bwera Sub- county	Pupil
Kahiino Sylvia	St. charles Senior Vocation School,Bwera Sub- county	Pupil
Muhindo Ali	St Joseph Technical School	school bursar
Tinka Gabriel	St Joseph Technical School	Carpentry Workshop
Muhindo Margaret	Bwera Hospital	
Florence Kabugo	Bwera Hospital	Counsellor in HIV/ AIDS
Birungi Ben		
Mwesigwa Edward		Secretary District Service Commission
Masika Annet		District NAADS Coordinator
Muhindo Rehema		Secretary Social Services
Dr. Peter Makobi		DHO Kasese
Peter Baluku	Rukoki Model Day and Boarding School	Development Warden
Wilson Mali	Rwenzori Ass of Parents of CWD	Director
<b>BUSHENYI DISTRICT</b>		
Kagumira Authur	St. marys Day & Boarding Primary School	Deputy Head Teacher / Academics
Lilian Ayebazibwe	St. marys Day & Boarding Primary School	Deputy Head Teacher
Grace Byamukama	St. marys Day & Boarding Primary School	Head Teacher



Twongire Judith	St. marys Day & Boarding Primary School	Pupil
Asiimwe Gift	St. marys Day & Boarding Primary School	Pupil
Nuwasiima Agatha	St. marys Day & Boarding Primary School	Pupil
Kyomuhangi Benadette	St. marys Day & Boarding Primary School	Pupil
Nimusiima Annah	St. marys Day & Boarding Primary School	Pupil
Kanyebaze Doreen	St. marys Day & Boarding Primary School	Pupil
Mpumuliza Hadijjah	St. marys Day & Boarding Primary School	Pupil
Natukunda J	St. marys Day & Boarding Primary School	Pupil
Tukamuheebwa	St. marys Day & Boarding Primary School	Pupil
Katusiime D	St. marys Day & Boarding Primary School	Pupil
Tuhumwire	St. marys Day & Boarding Primary School	Pupil
Kiria Lamem	Ankole Tea Factory	Estate Manager
Rose Kajumba	Ankole Tea Factory	Personal Officer
Nahamya Ronald		Teacher
Mugisha		District Planner
Mwebaze Charles		Senior Education Officer
Mugyenyi Dan		NAAD Coordinator
Kamwezi Patrick		
Basil Muwanguzi		

#### **NATIONAL LEVEL**

- ⚡ Ministry of Health
  1. Mrs. Rose Bongole – senior Physiotherapist – Disability section
  2. Mr Bubikiire – head of Disability and prevention section
  3. Mr. Byamugisha – head of school health Education
- ⚡ Uganda sight Savers
  1. Mr. Moses Walaisuka – Program Officer
- ⚡ Ministry of Education
  1. Mr Onen – principal officer SNE
  2. Commissioner BTNET
- ⚡ Makerere University
 

M/s Rosette Otunnu – Senior Assistant secretary dean of students